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ABSTRACT

This guide provides practical support for teachers as they tackle the challenges of planning and implementing lessons, units, and assessments that energize student learning and progress toward standards. Section 1, "Gathering Materials," provides the basic materials for approaching standards-based learning (definitions of key terms, grade-cluster benchmarks, and performance standards). It also examines the rationale and purpose of standards-based learning. Section 2, "Learning To Weave with Standards: How to Build Standards-Based Learning Experiences with Embedded Assessments," presents a way of understanding what specific standards really mean through five steps (with examples) for building standards-based lessons. Section 3, "Creating a Strong and Beautiful Basket: Building Standards-Based Units with Connected Learning Experiences and Assessments," provides a process for planning units that align standards, instruction, assessment, and recording and reporting progress toward achievement of standards. There are examples from a variety of grade levels, subject areas, and places throughout the Pacific region. Section 4, "Resources for Strengthening the Weave," provides worksheets for lessons and a planning form for creating units. There are also tips and considerations, reminders, and pointers to unit-building resources. (Contains 13 references.) (SM)

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Weaving Standards into Learning

ED 456 115

By Kathy Busick and Monica Mann

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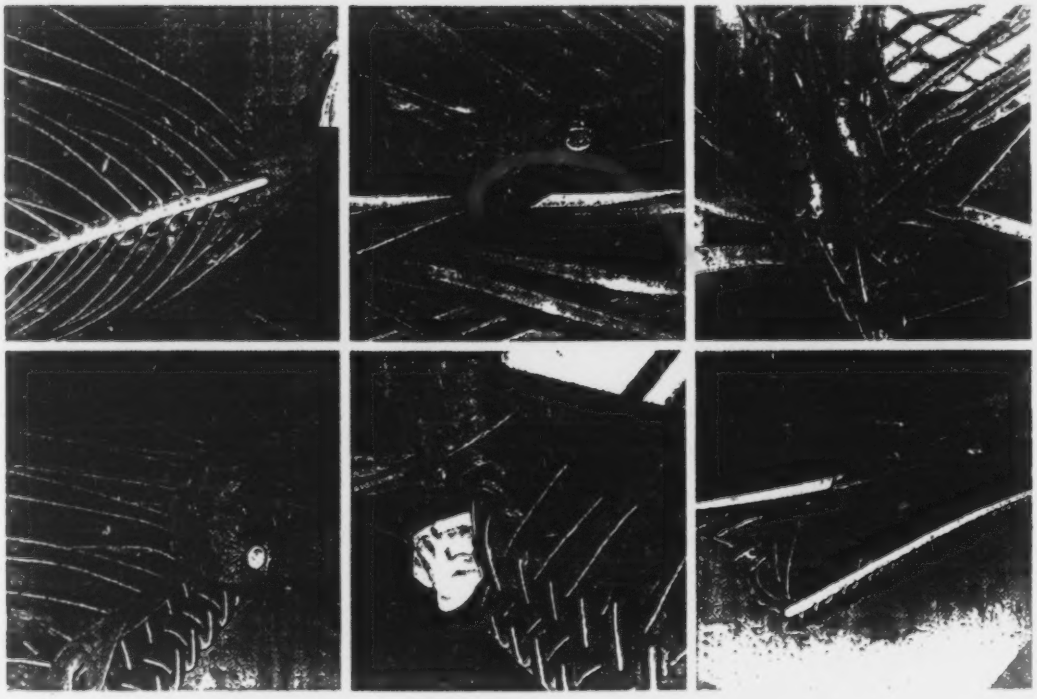

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TABLE OF CONTENTS

ACKNOWLEDGEMENTS iv

INTRODUCTION v

Purpose vi

Challenges and Benefits of Standards vii

Overview of Guide viii

Getting the Most From *Weaving Standards Into Learning* x

SECTION I: GATHERING MATERIALS 1

WHAT are Standards? 2

WHY Standards? 5

SECTION II: LEARNING TO WEAVE WITH STANDARDS 12

HOW to Build Standards-Based Learning Experiences with Embedded Assessments

Step 1: Set the Focus of Learning 14

Step 2: Build Learning Experiences or Activities with Embedded Assessments 21

Step 3: Teach, Learn, Assess, and Record Progress 31

Step 4: Reflect and Seek Insights for Further Progress 35

Step 5: Expand and Refine 37

SECTION III: CREATING A STRONG AND BEAUTIFUL BASKET 40

Building Standards-Based Units with Connected Learning Experiences and Assessments

Strand 1: Deciding on the Type of Basket and Its Contents: 43
Selecting standards, benchmarks, and targets

Strand 2: Envisioning the Finished Basket: 47
Plan an end-of-unit demonstation of learning

Strand 3: Preparing Additional Strands: 54
Plan assessments and tasks embedded in sets of lessons that lead to demonstation of learning success

Strand 4: Weaving Strands Together: 61
Teach, learn, assess, record, and demonstrate learning

Strand 5: Checking the Overall Form of Individual Baskets and Celebrating Their Qualities: 64
Reflect, communicate, and celebrate student learning

Strand 6: Refining and Strengthening Basket Weaving Skills and Products: 66
Use evidence and insights to improve teaching and learning

SECTION IV: RESOURCES FOR STRENGTHENING THE WEAVE 70
Worksheets for Section II 71
Worksheets for Section III 79
Some Assessment Basics 95
Resources for Deepening Learning 114
References 118

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INTRODUCTION

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Purpose

The major purpose of *Weaving Standards Into Learning* is to provide practical support for teachers as they tackle the challenges of planning and implementing lessons, units, and assessments that energize student learning and progress toward standards. *Weaving Standards Into Learning* is intended to be part of an ongoing professional-development program that can be effectively used as a resource for learning teams.

Weaving Standards Into Learning is not a prescription that limits teachers' professional judgment and decision making, rather, it offers ideas, examples, worksheets, and processes for bringing standards to life in the classroom.

The Challenges . . .

- to bring together what we know as educators to deepen the learning of our students,
- to expand understanding of standards,
- to connect learning in school with students' lives, their environment, their culture, and the world around them,
- to enable *all* students to succeed and achieve standards,
- to involve students as active partners, and
- to define successful achievement of standards to enable students to use their strengths and demonstrate their learning in a variety of ways.

Potential Benefits for Teachers . . .

- clear teaching targets,
- a practical process for developing standards-based lessons and units that unite curriculum, instruction, assessment, and recording and reporting essential learning,
- tools and examples to build on,
- strengthened assessments directly related to standards,
- clear evidence of learning that guides planning and action as well as reports progress toward standards, and
- grades that directly reflect student achievement of standards.

Potential Benefits for Students . . .

- deeper and more meaningful learning,
- clear learning targets and up-front expectations of how they will demonstrate their learning,
- increased ability to connect their learning inside and outside of school,
- expanded responsibility for their own learning, knowledge that learning is valued by teachers and parents, and a wider variety of ways in which to show their learning choices.

Some help along the way. Look for tips, caution, and consideration boxes that will call your attention to common pitfalls and ideas that can simplify your move to a standards-based classroom. Ideas for involving students along the way are included and strongly recommended.

Section I: Gathering Materials

This section provides the basic materials for approaching standards-based learning—working definitions for key terms such as content standards, grade-cluster benchmarks, and performance standards. It also deals with the rationale and purpose of standards-based learning—what's behind the shifts in thinking and what those shifts mean for the classroom.

Section II: Learning to Weave with Standards: How to Build Standards-Based Learning Experiences with Embedded Assessments

This section presents a way of understanding what specific standards really mean through five steps (with examples) for building standards-based lessons. Standards-based lessons are learning experiences that begin from standards, include embedded assessments, and provide evidence of student progress toward the selected standard. There will be pointers to worksheets in Section IV to help you develop your own standards-based lessons with focused learning experiences and carefully selected assessment evidence. Some ideas and examples for developing standards-based criteria and scoring rubrics are also included.

Section III: Creating a Strong and Beautiful Basket: Building Standards-Based Units with Connected Learning Experiences and Assessments

Here's where you put the materials and the skills for developing standards-based lessons together into strong, powerful, and tightly connected units. This section provides a process for planning units that align standards, instruction, assessment, and recording and reporting progress toward achievement of standards. Each of the unit building steps in this section helps bring standards to life in the classroom. We are referring to these as "strands" since they may involve a series of lessons. There are examples from a variety of grade levels, subject areas, and places throughout the Pacific region.

Section IV: Resources for Strengthening the Weave

This section provides worksheets for lessons and a planning form for creating your own units. There are also tips and considerations, reminders, and pointers to unit-building resources. Available on our website at www.prel.org are resources beyond this guide that can extend your learning and strengthen the quality of your standards-based units. This section is the home for putting together your own professional-growth documentation with evidence of your learning. Trial worksheets may be stored here.

Learning Teams

Learning is social. We know that teachers are more confident when they have colleagues to discuss ideas with and to share learnings. We recommend that, if possible, you get together with colleagues in a formal or informal learning team as you read, experiment, and reflect on the steps in this guide. This might be a school- or grade-cluster team, or simply a partner who will try things out in his or her own classroom. Together with your colleagues, you will discuss what worked, what didn't, and how you might look at student work. Working with a team also provides opportunities to raise questions, collaboratively craft answers, and to consider implications for your own classrooms.

Trial Use

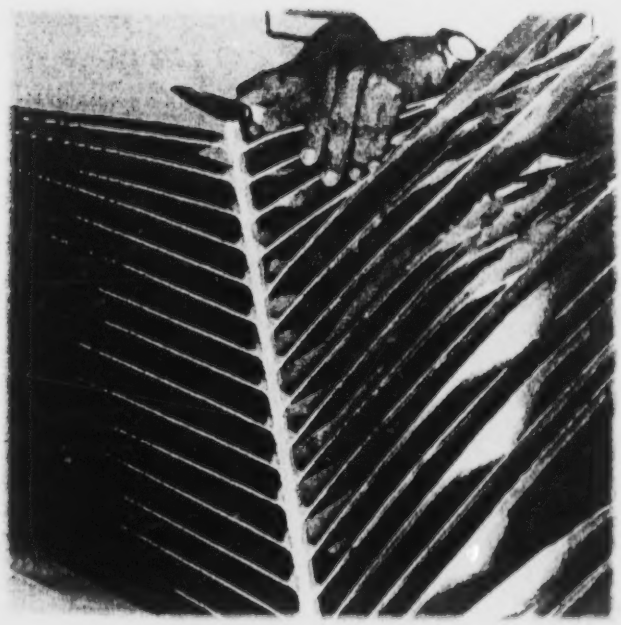
As you work your way through this guide, try the ideas and processes for yourself. Put yourself in your students' places. Use the worksheets to create your own standards-based lessons, units, assessments, recording forms, and reports of learning. Practice and application of the ideas in *Weaving Standards Into Learning* are intended to make the challenges of responding to standards simpler and more satisfying for all—students, teachers, and the school community in general.

Documentation of Your Professional Growth

A learning portfolio may be used to document and store evidence of your continued growth, such as:

- your first draft and later lessons,
- initial responses to unit worksheets and a final polished unit, and
- your reflections and observations about the impact of *Weaving Standards Into Learning* on your students, including the quality of their work.

SECTION I:
GATHERING MATERIALS



WHAT ARE STANDARDS?

Prevalent in our educational system, standards are the impetus for school reform and to help all students succeed at high levels. In *Weaving Standards Into Learning*, we offer a way to help make standards manageable and to keep the focus where it belongs—on student learning and effective teaching.

Working Definitions

There appear to be endless variations on the meaning of standards and standards-related terminology. It seems as though each state or district and every academic discipline has its own terms and definitions. Below are some of the definitions used in our Region, and those that we are using in *Weaving Standards Into Learning*.

Some content-standards documents also include habits of mind—such things as persistence, questioning, collaboration, flexibility, honesty, and responsibility.

Content Standards

Content standards are goals for learning—the WHAT of learning. In Hawai'i, standards are described as statements about learning expectations for students. Hawai'i's Content Standards (*Making Sense of Standards*) define what students should know, be able to do, and care about. That is, they are clear, broad statements of important ideas, concepts, and skills to be taught and learned in content areas.

Content Standard Example

Doing Scientific Inquiry: Students demonstrate the skills necessary to engage in scientific inquiry. (HIDOE, 1999c, p.10)

Grade-Cluster Benchmarks

Hawai'i further details content standards into grade-cluster benchmarks that list the content standards arranged in grade-level clusters.

Grade-Cluster Benchmark Example (Grades 6-8)

Doing Scientific Inquiry:

- Develop questions and hypotheses that can be answered through scientific investigations.
- Design and conduct scientific investigations to answer questions or to test hypotheses. (HIDOE, 1999c, p. 11)

In your setting, terminology might be different. In *Weaving Standards Into Learning*, we use the phrase *Grade-Cluster Benchmarks* to identify more specifically what students should know, be able to do, and care about at critical points of development in the elementary, middle, and high school years. We see such benchmarks as markers along the way to fully achieving the content standard.

Performance Standards

Performance standards in Hawai'i include three elements:

- clear descriptions, called performance indicators, describing quality products or performances,
- concrete examples, such as student work, and
- commentary which describes the kind of work required by the content standard, that is: how good is good enough?

Content Standards
The knowledge, skills, values, and habits of mind that students will have by the time they complete their schooling.
Grade-Cluster Benchmarks
The knowledge, skills, values, and habits of mind related to the standards that students will have by the time they complete several grades.
Performance Standards
What we will see in student work that indicates that they have reached a benchmark or achieved a standard. *Performance standards answer questions like: "How good is good enough?" "What does it look like when a benchmark has been reached?" "What standard has been achieved?"* *Performance standards focus on the evidence that demonstrates achievement of content standards, including clear descriptions called indicators, student work samples, and teacher commentaries.*

A Word About Standards and Specific Grade Levels

Across the Pacific region, there are a variety of approaches to connecting content standards and grade-cluster benchmarks with grade-level expectations.

Some schools are taking their existing curriculum frameworks and matching those grade-level expectations with grade-level benchmarks. The standards are then used to determine which grade-level expectations are essential for reaching grade-cluster benchmarks. Whatever the approach, teachers face the task of making standards come to life in the classroom so students will thrive in the future.

The following definition is included for those who have defined their standards grade by grade:

Grade-Level Expectations

Grade-level expectations are the standards-based learning that is the focus of a particular grade level: the knowledge, skills, and habits of mind that are building blocks toward grade-cluster benchmarks and content standards.

Grade-Level Expectations Science Example (Grade 7)

- Question, explore, observe, and record the local sources of fresh water and the different organisms that make these sites their habitat.

Caution: Be careful not to interpret standards at a specific grade level as pass/fail criteria for that grade. We know from brain research that learning often doesn't take place in nice neat time increments. The grade-cluster benchmarks are intended to serve as *guideposts* to help students and teachers identify progress towards a given standard.

Purposes of Standards

In many locations, standards have been developed with specific purposes in mind.

The logic of standards. The logic behind organizing schooling around standards is so compelling that schools and districts around the country are implementing standards-based reform despite the challenges.

When schools define common and explicit standards for student performance:

- educators and the public will have a more meaningful and comprehensive way to determine the quality of the performance of students, teachers, and school systems;
- grading will be less subjective;
- students will know what is expected of them and will be better able to improve their own work;
- school systems will need to address inequities in current programs;
- the kind of resources needed to support student learning and how those resources should be used will be much clearer; and
- teachers will be free to make professional choices about instructional methods and materials as long as they help students achieve standards.

The goal of standards, from a national perspective, is that all school systems will have challenging and clear standards of achievement, will measure student progress, and will be held accountable for helping ALL children reach those standards.

Improving America's Schools Act (IASA) Conference, 1998

Standards-based education is predicated on the notion that every student can reach higher levels of achievement if those levels are clearly defined, if students know in advance the criteria for meeting them, and if teaching, learning, and assessment are tailored to support the achievement of students who work hard.

Education Commission of the States, 1996

The Relevance of Standards in the Pacific

Although the Pacific region is a place of diverse cultures, languages, and environments, there is a shared desire for the success of the next

generation. The developers of regional and local standards in the Pacific have incorporated the values and important knowledge from their homes, as well as standards that can be traced across the world. An illustration of that is the *Pacific Standards for Excellence in Science*, which includes standards and benchmarks that focus on ocean environments vital in the Region, but not often found in the standards of landlocked states and districts elsewhere. As an example, *Pacific Standards for Excellence in Science* for grade 8, "The Planet Earth" (pp. 155-167), states that students will value their responsibility to protect and preserve the fragile ocean and land environments of the Pacific.

Below is part of an address given by Hawai'i's Superintendent of Education as he spoke with educators throughout the state about the importance and relevance of standards:

> *We are embarking on a journey and we will voyage together. Let me begin by talking about what guides us and why. Everyone here knows that the pursuit of rigorous standards lies at the heart of our direction. But you should also know that I am not so caught up in the magical quality of standards that I think that adopting them alone does very much good for anyone. Effectiveness requires making them the active pursuit for each of us—students, teachers, administrators, parents, business and community members, and political leaders. It is about making the standards the essential challenge in all parts of our large and complicated system; to help the whole of the system make a little more sense by having all of its parts care about the same thing and work as one. In short, it is taking the standards seriously in the deepest ways imaginable that makes them valuable to us . . . . standards offer the opportunity for us to become a performance-oriented system in which accomp-lishment is the point of it all, and accomplishment is what is recognized, respected, and rewarded. By forming clear and consistent targets, we have the opportunity to align all parts of the system—its policies, programs and classroom practices, its curricular support, as well as facilities and business services. All of the decisions made in all of our various offices will be made with the idea of supporting schools' and teachers' efforts to have students accomplish the standards.*
>
> *Dr. Paul LeMahieu, Hawai'i Superintendent's Education Leadership Conference, 1999*

Shifts in Thinking and Practice

A frequently asked question about standards is how they fit into what's already taking place in classrooms, schools, and educational systems. However, let's look at another way of framing questions about standards—What shifts in thinking, teaching, assessment, grading, and communicating about learning are built into a standards-driven education? Below are several figures showing the shifts that accompany standards.

ROLE OF TEACHER
Differences Between Traditional & Standards-Based Classrooms

Traditional	Standards-Based
▪ The teacher is the expert; he/she tells students: ▪ what they need to learn, ▪ how they will learn it, ▪ how long the teacher will spend on the lesson, ▪ how the teacher will determine if the student has learned the lesson.	▪ Students, teachers, and parents share responsibility for the learning process. ▪ Benchmarks that describe the performance level needed to meet the standard are developed.
▪ Parents are informed of progress through report cards, conferences, etc.	▪ Parents are invited to be part of the learning process.
▪ Stakeholders believe: ▪ few will get A's, ▪ some will get B's, ▪ most will get C's, and ▪ some will get D's.	▪ Stakeholders believe ALL students can meet standards given time and different ways of performing.

ROLE OF ACTIVITIES Differences Between Activity-Based and Standards-Based Instruction	
Activity-Based	**Standards-Based**
▪ Activities are selected by topic, season, or interest.	▪ Activities are selected because of usefulness in helping students learn and in demonstrating standards.
▪ Activities are means and ends.	▪ Activities are means, standards are ends.
▪ Assessment is based on expectations for a particular product or performance; sometimes based on knowledge of the student's ability.	▪ Assessment criteria are directly related to standards.

Another powerful shift in standards-based teaching practice occurs in the planning of instruction. Sections II and III of *Weaving Standards Into Learning* provide practical "how to" information for the shift shown below.

INSTRUCTION PLANNING Differences Between Traditional and Standards-Based Processes	
Traditional Practice	**Standards-Based Practice**
▪ Select a topic from the curriculum.	▪ Select standards from among those students need to know.
▪ Design instructional activities.	▪ Decide what learning opportunities students need to achieve standards.
▪ Design and give an assessment.	▪ Design an assessment through which students have an opportunity to demonstrate achievement of standards.
▪ Give grades or feedback.	▪ Plan instructional opportunities to assure that each student has adequate opportunities to learn.
▪ Move on to a new topic.	▪ Use data from assessment to give feedback, re-teach, or move to the next level.

One of the most profound changes that comes with standards-based learning is the *role of assessment.*

ROLE OF ASSESSMENT
Differences Between Traditional and Standards-Based Assessment

Without standards that clearly define learning targets . . .	**When teaching, learning, and assessment are standards-based . . .**
↓	↓
we end up comparing students to each other,	we compare each student's work against clear criteria that is predetermined, constant, and known to all students,
↓	↓
and thus, never know what they have truly learned; only how they rank against one another.	and thus, we can see clearly what they've learned—and their progress toward achieving agreed-upon standards—we know their strengths, their needs, and what is to be taught.

Another Shift: Thinking About All Students

As educators, we all contribute to the future—to the life and knowledge of our nation's young people. Standards clarify the ends of our work and honor our professional judgment to help *all* students reach those ends.

What Do We Mean by Standards for *All* Students?

A frequent and vitally important question about the intent of standards-based teaching and learning is how and if special-education and other diverse learners will be included in the expectation of excellence for *all.* One of the most profound differences in the beliefs and assumptions that underlie standards is the conviction that it's the learning that counts—not the seat time or attendance. Just spending a set number of hours a day, days a year, or years in school doesn't guarantee learning. Standards-based reform focuses on students learning what the community has agreed is important.

One of the reasons standards often include benchmarks to be accomplished across a set of grade levels is the understanding that not all students learn at the same pace and in the same ways. Standards-driven schools and classrooms do not lower expectations for groups of students. They meet the challenge of learning for all by adjusting *support* and *strategies* that enable students to stretch beyond their current capabilities.

What Does "All Children Can Learn" Really Mean?

The statement signifies that each and every child must be approached as one who can learn, one for whom the system is responsible. This means that all students in our schools:

- can see what "success" looks like and can point to good work and say, "that's good,"
- know what they must do to improve so they can produce quality work,
- have been given opportunities to do quality work, and
- have been provided support in the form of adaptations, accommodations, time, and additional or differentiated instruction.

This means that principals and teachers should think:

- Nobody fails in my classroom or in my school, including special-education students, English as a Second Language (ESL) learners, and alienated students.
- We will provide every student the opportunity to succeed.

This means that principals and teachers should ask:

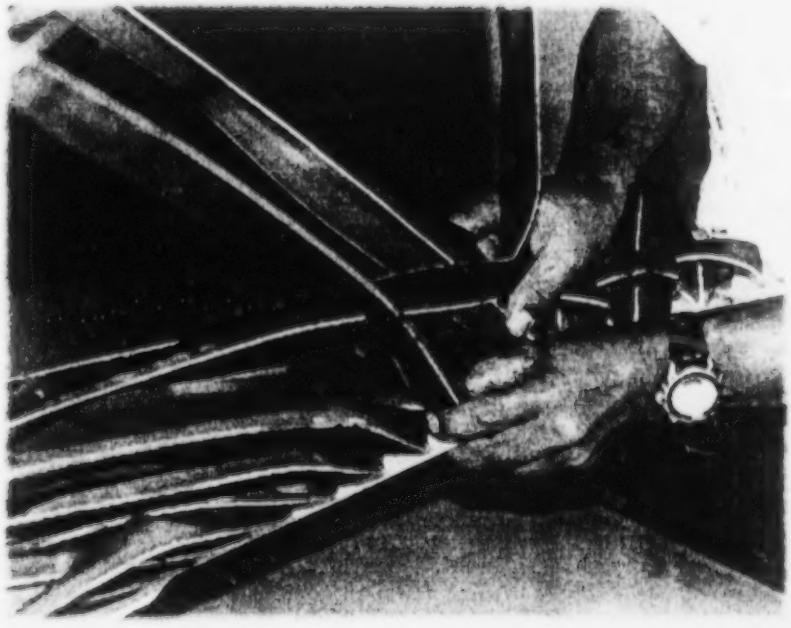
- How do I organize curriculum and instruction to make this happen?
- How do I ensure that all students know where they are in relation to the standards?
- How do I provide a variety of ways in which students can show that they have met the standards?

Reflective Questions

You may wish to document your responses to these questions in your learning portfolio to show your personal progress.

- What steps might I take to become more familiar with my state or regional standards?
- What are my beliefs about the statements "standards for all students" and "all children can learn"?
- In what areas are my classroom practices traditional? Which practices are standards-based? Am I confident that students are learning given my current classroom practices?

SECTION II:
LEARNING TO WEAVE WITH STANDARDS



How To Build Standards-Based Learning Experiences
With Embedded Assessments

In classrooms throughout the Pacific region today, teachers are planning and carrying out strong and focused lessons. They are making careful decisions about appropriate teaching strategies and learning experiences for students and expanding their assessment knowledge and skills. What has been missing at times is the direct and conscious connection with standards.

Here are five steps for building standards-based learning experiences and embedded assessments.

1. **Set the focus of learning.** Think about and select a standard and an appropriate grade-cluster benchmark for your focus; make sure you understand its key features and what would indicate reaching it. Think of the universal concepts and broad ideas that students need to know. Think in terms of what scientists need to know and treat your students as scientists-in-training.
2. **Build learning experiences or activities with embedded assessments.** Brainstorm learning possibilities; use or define the standard's key features and benchmark indicators to make choices and develop criteria for designing assessment tasks for the lessons.
3. **Teach, learn, assess, and record progress.** Try out learning activities with students; assess, evaluate, and record initial progress toward the selected benchmark.
4. **Reflect and seek insights for further progress.** Examine evidence in student work and reflect on the quality, usefulness, and effectiveness of evidence, learning experiences, and assessments.
5. **Expand and refine.** Use your reflections to revise and refine your lesson and develop additional learning experiences and assessments to complement the initial lesson.

Set the Focus of Learning

- Select a standard.
- Understand the standard (Worksheet 1.1).
- Review performance standards and indicators if available.
- Identify the learning target and topic.
- Connect students with the standard and topic.

Select a Standard

This step begins with your selection of a standard(s) to focus the learning of your students. The selection is made based on your decision of those important understandings, knowledge, and skills needed by your students.

Selection: Read a range of literary and informative texts for a variety of purposes.

Hawai'i Reading Content Standards Example:

- Students will read a range of literary and informative texts for a variety of purposes.
- Students will use strategies within the reading processes to construct meaning.
- Students will apply knowledge of the conventions of language and texts to construct meaning.
- Students will respond to texts from a range of stances: initial understanding, personal, interpretive, and critical.
- Students will demonstrate confidence as readers and find value and satisfaction in reading and sharing reading experiences with others.
- Students will interact thoughtfully and respectfully with texts that represent diversity in language, perspectives, and/or culture. (HIDOE, 1999a, pp. 8 & 10)

Understand the Standard

Content standards are intended to be achieved over a period of time. The statement is deliberately broad enough to allow for developmental growth of the knowledge, skills, and habits of mind from level to level before students fully achieve the standard. We've

found it very helpful to take some time up front to understand the intent of the standard before jumping into lessons or learning experiences. Groups of teachers and content specialists in Hawai'i have been breaking standards into their key features in order to develop performance standards. These performance standards more explicitly define what students need to do in order to meet or exceed a particular grade-level benchmark. Here's an example from Language Arts Content Standards, 1999, p. 8 (see Worksheet 1.1).

STEP 1 – WORKSHEET 1.1

UNDERSTANDING THE STANDARD

Select a Relevant Standard
▪ Read a range of literacy and informative texts for a variety of purposes.

Understand the Standard – Define, Clarify, and Interpret
▪ Range? All kinds, difficulty, genres ▪ Literacy texts? Good quality, Newbury, standards for English, novels, classics ▪ Informative texts? Research, textbooks, references, encyclopedias, "how-to" books, newspapers, magazines, manuals ▪ Functional texts? Recipes, schedules, patterns, manuals ▪ Purposes? Enjoyment, job preparation, research, reading, passing exams

Another option for understanding a standard is to turn its key features into "I can" statements. Written from the students' point of view, "I can" statements help students get a clear picture of the learning target that the standard requires. Here's a sample set of "I can" statements for reading range.

- I can read 30 books this year, maybe more.
- I can read different kinds of books, articles, and stories that include some fiction and some non-fiction.
- I can read mysteries, poems, folk tales, autobiographies, and other types of texts.
- I can read and follow directions for putting things together—like reading and following a recipe or the steps to make a hyper-studio set.
- I can read textbooks or articles about topics like science, history, etc.
- I can pick an author or kind of writing I like and read several selections.

✔ *"I can"* statements can often be based directly on performance indicators.

Standard: Read a range of literary and informative texts for a variety of purposes (grades 4-5).

Review Performance Standards and Indicators

Check your work against the indicators developed for the various grade-cluster benchmarks of your selected standard, if such indicators are available. Can you see a clear link between the original standard, the performance indicators, and the key features you have defined? If so, you're ready to move on.

✔ If performance standards with defined indicators are not yet available for the standard you have selected, invite your partners and/or your students to help. Ask, "What do you think it means?" and "What would you do to show that you've reached the benchmark for our level?"

See Worksheet 1.1, "Understand the Standard," and Worksheet 1.2, "Standards Clarifying Worksheet," to pick out and define the key features of the standard and either develop *performance indicators* or "I can" statements for your selected standard at the grade-cluster benchmark level appropriate for your students.

STEP 1 - WORKSHEET 1.2

STANDARDS-CLARIFYING WORKSHEET

HCPS II - Standard Content Analysis: Reading

Making Sense of Standards, 1999	Selected Standard	Key Features of the Standard	Performance Indicators
RANGE is the ability to read a wide variety of texts for a variety of purposes. Reading a range of texts helps students deepen their knowledge of reading and of their world.	Read a range of literary and informative texts for a variety of purposes.	Types of text: • Literary • Informative • Functional Purposes: • Literary experience • Gain information • Perform a task	Range is demonstrated when the student: • reads a balance of fiction including chapter books, nonfiction narrative, expository texts, and poetry. • reads for a variety of purposes–for enjoyment, to learn, for inquiry and research, or to complete a task, • reads multiple books by the same author and/or on the same topic, • reads books that foster learning to read and reading to learn. Reading includes texts read in and out of school and in various settings, e.g., independent reading, shared reading, guided reading, and read-alouds.

Identify the Learning Target and Topic

The Target. The learning target is the focus of the standard. One way of organizing your thoughts about the learning target is to consider the kind of learning the standard requires of students. Stiggins defines five kinds of targets: knowledge, reasoning and problem solving, performance skills, products, and dispositions.

Think about the standard you have selected and clarified. Does the selected standard focus on student mastery of specific content knowledge (facts and concepts, vocabulary) about a topic? Does it require students to understand the texts in order to reason and solve simple and complex problems? Does the standard focus on student mastery of performance skills (*presentations, the ability to form letters,* and *to read text fluently*)? Does it focus on student creation of products to demonstrate progress toward the standard (*diagram* or *chart showing texts read*)? Is the standard's major focus on students' attitudes or dispositions (*students enjoying reading, feeling good about their reading*)?

The Topic. Most of the time you won't be addressing the whole standard with a single learning experience or a single assessment. You'll need to determine a topic of study that will enable students to move toward the standard, invite them into learning, fit developmentally into what they've learned so far, and encourage them to move beyond it. Think about your students and the issue, challenge, or interest that led you to select the standard for your basket of learning. The topic can be small, large, or something in between. Look carefully at the standard when choosing a topic. In the following sample, the topic is *something in the middle* to allow students to select and read a range of texts on a single topic.

Sample topic: Life in Ancient Hawai'i

Defining Targets: Richard J. Stiggins, author of *Student-Involved Classroom Assessment 3rd Edition, (2001),* has described learning targets "as definitions of academic success." He chooses the term "target" to help us see the image of the center of the target—the bull's-eye—what we want our students to aim for and achieve; the rings around the bull's-eye represent levels of performance that reflect progress toward the target.

We recommend you begin with a topic you feel is very manageable at first and then, in Section III, move on to topics that provide the focus for extended units.

Connect Students with the Standard and Topic

Think about ways to invite your students into the topic to ensure understanding of the standard. One way to do this is to provide a way for them to see how the topic touches their own lives. A standard such as *range of reading* needs to be thought of across content areas, such as science, social studies, and math.

A teacher may involve students in a *range of reading* pertaining to ancient Hawai'i by asking questions like these:

- What do you think life was like for someone your age in ancient Hawai'i?
- What did children do? Eat? Where did they sleep? What jobs did they have?
- How was life different for the people of ancient Hawai'i?

Next invite students to contribute their own questions:

- What questions do you have about life in ancient Hawai'i?

Then return the focus back to the selected standard—*reading a range of texts*:

- Where could we get information and answers to the questions?
- What kinds of books and other readings could we use?
- What content areas could I include in this standard?

Think About . . .

1. What broad ideas and concepts do my students need to know?
2. What standard(s) would match my students needs?
3. What are the key features of the standard(s) you selected?
4. What would be an appropriate grade-level benchmark?

Build Learning Experiences or Activities with Embedded Assessments

- Brainstorm evidence (Worksheet 2.1).
- Brainstorm learning experiences or activities (Worksheet 2.2).
- Match evidence and activities with learning target(s) (Worksheet 2.3).
- Select key evidence (Worksheet 2.4).
- Select learning experience(s) (Worksheet 2.4).
- Develop or select criteria and scoring guide (Worksheet 2.5).
- Connect with lesson plans.

Brainstorm Evidence. This step begins with careful thinking about assessment. Assessment that is embedded is part of the lesson(s). The purpose is to provide students and teachers with feedback about how things are going, progress that's being made, and information about adjustments that need to be made in the midst of learning. For example, a teacher may be assessing a student's comprehension skills as he or she answers questions in class or engages in a discussion over a given topic. Such assessments are often called *formative assessments* (see Worksheet 2.1).

Did you know?

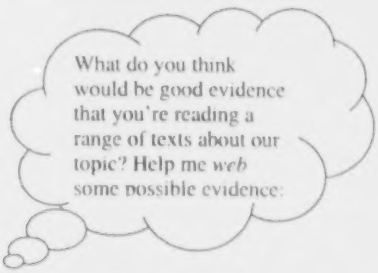
There is strong and compelling evidence that improving formative assessment raises student performance to standards . . . . 'assessment' refers to all those activities undertaken by teachers, and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged. Such assessment becomes "formative assessment" when the evidence is actually used to adapt the teaching work to meet the needs. (Black & Wiliam, 1998, p. 67)

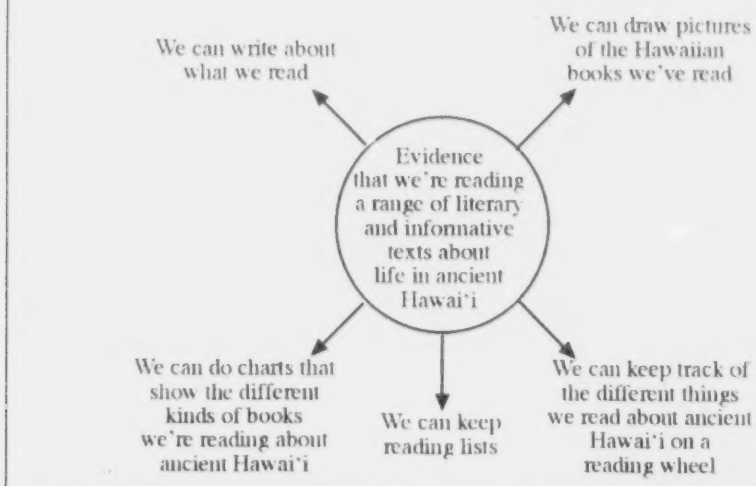
STEP 2 - WORKSHEET 2.1

Evidence of Reading a Range of Texts

In this step, you will create assessments that are embedded in the lesson. This will help you make choices and provide alternatives in teaching and student learning.

Once you understand what a standard asks students to achieve and you've connected students with the standard and topic, you're ready to begin thinking about learning experiences. But first, here's an example of a strategy that involves students and helps both them and you to think about what evidence will show that students are progressing towards the standard. This is a key step before jumping into learning activities.


What do you think would be good evidence that you're reading a range of texts about our topic? Help me *web* some possible evidence:


We can write about what we read
We can draw pictures of the Hawaiian books we've read
Evidence that we're reading a range of literary and informative texts about life in ancient Hawai'i
We can do charts that show the different kinds of books we're reading about ancient Hawai'i
We can keep reading lists
We can keep track of the different things we read about ancient Hawai'i on a reading wheel

Brainstorm Learning Experiences or Activities

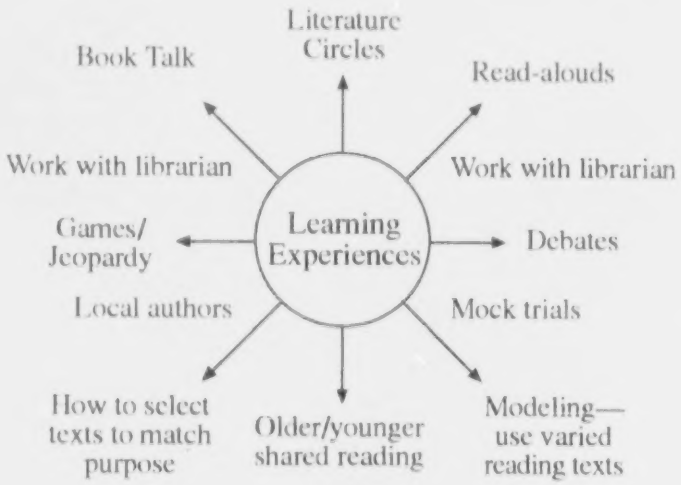
Consider the possibilities—the learning experiences that will enable students to produce evidence that they are reading a range of texts. Here's an example:

STEP 2 - WORKSHEET 2.2

Worksheet for Brainstorming Possible Learning Experiences or Activities

Standard:_____

Learning Experiences: Reading a range of texts for a variety of purposes



Match Evidence and Activities With Learning Target(s)

The indicators emphasize a variety of readings, authors, and genres as well as a focus on a single author, topic, or genre. Examine the possibilities while considering the kind of target(s) that your selected standard represents. Think about the standard—*read a range of literary and informative texts for a variety of purposes*—then re-examine the indicators for grades 4-5. What's the standard really asking students to do? What's the purpose of reading in this instance (see Worksheet 2.3)?

One teacher saw it this way:

"This standard calls for my students to read a variety of texts. The indicators emphasize a variety of readings, authors, and genres as well as a focus on a single author, topic, or genre. This is just one assignment among many I will be providing. My students are not expected to meet the standards or benchmarks with one activity. The topic gives them focus: they'll be reading about ancient Hawai'i. I want to make sure they don't read just one source on the topic, so I'm going to set the target for this assignment."

At least three readings about life in Ancient Hawai'i–from a variety of sources–both fiction and non-fiction so they will be able to connect current practices with ancient history.

Select Key Evidence

In order to choose among the possible evidence, think about using the following criteria:

- The evidence is a strong match with the target(s).
- Gathering the evidence is practical and feasible.

Here's an example of the thinking that goes into selecting *evidence* for *reading range*:

STEP 2 – MATCH EVIDENCE WORKSHEET 2.3

MATCH EVIDENCE

Possible Evidence	Positives	Limitations
Reading conferences	Can get lots of information about the topic from each student	Having individual conferences is very time consuming
Pictures of books read	Can give visual learners and those with high spatial intelligence a way to show their range	Students may spend more time on the drawings than reading multiple sources
Writing about what's been read in a journal	Can learn information about the topic and students' reaction to their readings	That's not what this standard and target is about—it's better linked to one of the other language-arts standards
Project on ancient Hawaiians	Can have students apply what they're learning as they do the readings	Target is range; this fits another strand of reading standards
Reading wheel or chart that shows kinds of readings on the topic (see reading-wheel log)	Practical—students can keep track of their own progress toward the target Good match with target Can be used over again as a record of range – not just for this one topic Gives a quick look at the kinds of texts each student is reading; can help adjust instruction	Some students might have trouble keeping the record (they will have to know the different types of texts and genres to fill it out accurately)
Reading list (see sample reading-list form)	Quick, easy	Hard to tell if readings represent different genre, etc. from a list

The following are examples of a reading wheel and a reading list:

READING WHEEL

READING LIST

NAME _____

I HAVE READ THE FOLLOWING:

TITLE	AUTHOR	PURPOSE	TYPE

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Select Learning Experience(s)

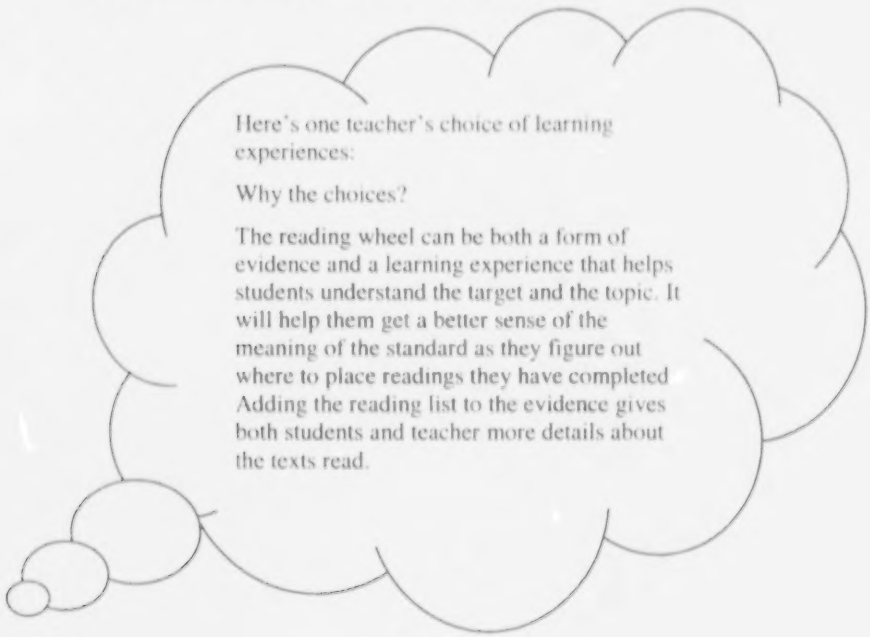
Now that the decision about evidence has been made, which of the learning experience(s) will you choose? Why? Here are some criteria:

- The learning experience is a strong match with the target(s).
- The learning experience is an opportunity to produce the evidence of learning.
- The learning experience is practical and feasible.
- See Worksheet 2.4.

STEP 2 - WORKSHEET 2.4

Select Key Evidence and Learning Experience(s)	
EVIDENCE OF LEARNING: ▪ Reading wheel ▪ Reading log/list	LEARNING EXPERIENCES ▪ Keeping a reading wheel ▪ Topic search/book search

Since the kinds of evidence selected represent product target(s) i.e., the *reading wheel* and *reading list*, learning experiences need to enable students to produce those products.


Here's one teacher's choice of learning experiences:
Why the choices?
The reading wheel can be both a form of evidence and a learning experience that helps students understand the target and the topic. It will help them get a better sense of the meaning of the standard as they figure out where to place readings they have completed Adding the reading list to the evidence gives both students and teacher more details about the texts read.

Develop or Select Criteria and Scoring Guide

Return to the selected standard and examine the key features and indicators. Your criteria can often be developed directly from both (see Worksheet 2.5).

Our Challenge is:

> *To be as clear with our students about the focus and level of specificity of the achievement expectations we will hold them accountable for in our classrooms. Then, as teachers we are responsible for devising properly focused opportunities to learn and classroom assessment exercises with scoring procedures that reflect the agreed level of specificity. (Stiggins, 2001, p.58)*

Think about it . . .

1. Are there other choices you would make? What makes them more effective for your setting?
2. Look back at the initial brainstorm list. Which choices are really aimed at other standards?
3. What other learning experiences would you add to enable students to broaden the range of their readings on the topic?
4. What other standards and subject areas might become part of a unit that includes the evidence and learning experiences about reading range, but deals with more?

One way to familiarize students with the standards-based criteria applied in this lesson is to build a T-Chart using indicators and details that are posted and checked before reading wheels are turned in. As an example, see Worksheet 2.5.

Scoring Guide

Another benefit of the reading wheel is that it's useful both as an assessment task and a record of reading range and purposes. It's three for the price of one! But the scoring guide isn't simply in the completion of the form. You need to work out how you will score work that does not meet the criteria. Will student work be scored "on target," "exceeds the target," or "not yet"? Will work be graded and recorded even when it doesn't meet the target? Will students be required to show evidence that their reading range is "on target"? These are significant questions in standards-based learning and assessment.

✔ One effective way to teach students the criteria for success is to have them play *friendly critic* with anonymous samples. Give them several contrasting examples of *reading wheels* (see samples on pp. 31) and *reading lists* already filled out. Ask them to use the criteria to decide if the samples have met the criteria, need more work, or are *off the track*. They can do this individually, in pairs, or in small groups. Ask students to discuss what the students could do to meet the criteria if they haven't already done so.

STEP 2 - WORKSHEET 2.5

Criteria: What Counts?

The Standard:

Read a range of literary and informative texts for a variety of purposes.

The Target:

Read a range of texts related to a single topic (e.g., life in ancient Hawai'i); use at least three sources and different types of texts (e.g., stories, articles, histories, legends) to understand the culture and customs of the ancient Hawaiians and to relate them to current practices.

The Purpose:

Read to gather *information* about life in ancient Hawai'i.

The Essentials:

Criteria	Details for Lesson
▪ Quantity (30 total) ▪ Balance (fiction/non-fiction) ▪ Variety (genres, authors) ▪ Focus (same author, topic, genre)	▪ At least three sources ▪ Fiction/non-fiction (e.g., histories, biographies; stories, legends, etc.) ▪ More than one author ▪ Readings about the same topic

Once you've laid out the lesson, it's time to take the third step: Teach, learn, assess, and record progress.

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Connect With Lesson Plans

For additional help on developing and adapting criteria, see Section IV Assessment Basics.

Use the format you're most comfortable with to place the learning experiences and assessment evidence into a lesson.

Think about . . .

- How will your lesson introduce the standards-based target?
- What else might help students get a clear picture of the criteria that will be applied in this assignment?
- What sequence is best for learning experiences?
- How will students be grouped as they work toward the target?
- How will you help students familiarize themselves with the reading wheel?
- What resources—human, electronic, and text—do you want to have available?
- What's the time frame for the lesson? Will it be carried out over several days? A week or more?

Don't forget the reading list! Think about how you want students to use the reading list to provide additional evidence (not just the same evidence as the wheel) about reading range.

Teach, Learn, Assess, and Record Progress

- Teach with students.
- Teach students the criteria.
- Involve students in checking their evidence against the criteria.
- Assess using criteria.
- Record progress toward selected standard.

Teach With Students

It's time to teach your standards-based lesson with the selected learning experience(s) and embedded assessments with your students. Use your experience, the strategies you have selected, and your knowledge of the students to carry out the lesson and support students' learning. Here are some considerations as you move into the implementation stage of your lesson.

If a reading wheel is a new tool for students, you'll need to help them understand how to use it and how to interpret its evidence. The spaces on the wheel may not be large enough for students to write the actual titles of the texts they read. Consider setting up a color-coding system with your students that they can use to fill in the wheel (red for non-fiction, blue for fiction, yellow for personal choice, etc.). This will give everyone a quick view of progress as well as a clear picture of which kinds of texts are not included.

Teach Students the Criteria

Success for students in a standards-based classroom involves opportunities to learn the criteria for success, to apply those criteria to their work in progress, to use feedback to improve their work, and to have a clear picture of what they need to do in order to meet the criteria.

"For formative assessment to be productive, pupils should be trained in self-assessment so that they can understand the main purposes of their learning and thereby grasp what they need to do to achieve." (Black and Wiliam, 1998, p. 140.)

Involve Students in Checking Their Evidence Against the Criteria

Ask students to check their reading wheel for evidence that they've met the criteria for the lesson. The criteria for this assignment are fairly straightforward. To help students self-assess, the criteria can be turned into a checklist that students check before they turn in their reading wheels.

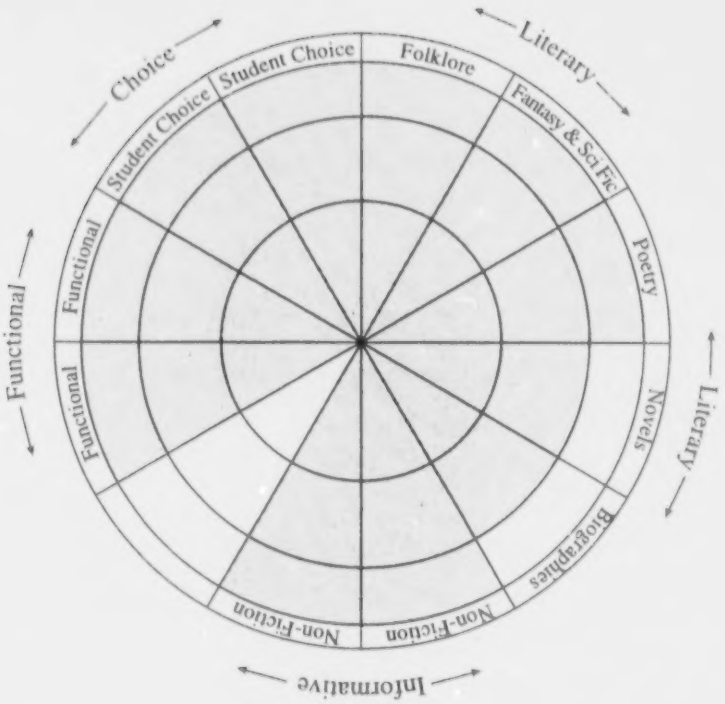
Am I Ready to Turn in My Reading Wheel? Have I Met the Criteria?

- ☐ **Quantity:** I have at least three readings about life in ancient Hawai'i on my reading wheel.
- ☐ **Balance:** I have some fiction (stories, picture books, poems, etc.) and some non-fiction readings (histories, biographies, articles, online search information, etc.) on my reading wheel.
- ☐ **Variety:** I have some readings from more than one author.
- ☐ **Focus:** My readings are all related to the topic of life in ancient Hawai'i.

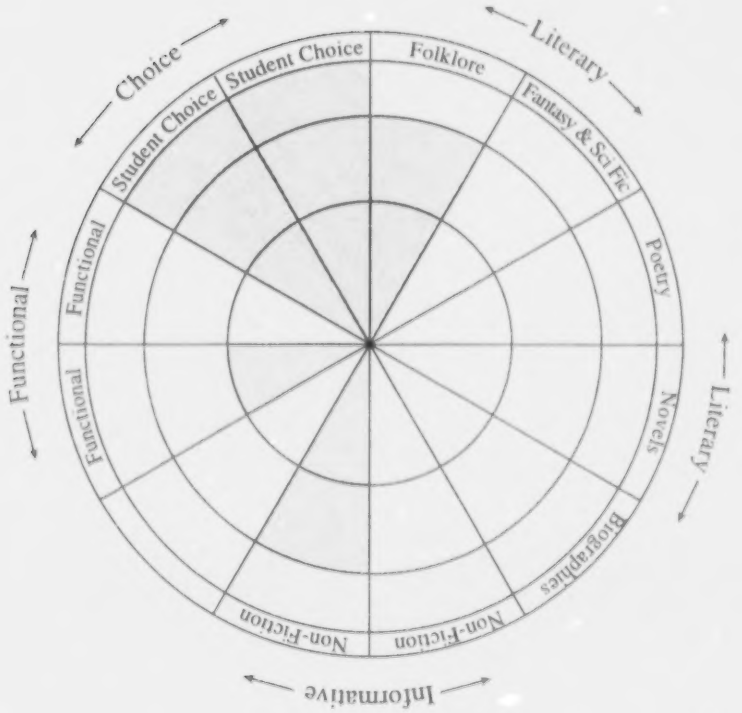
Assess Using Criteria: It's time for you to apply criteria to individual student work. In the case of our reading range example, the major dimensions of the assessment come directly from the standard with specific details added from the target for this lesson:

Interpreting Results: Once you have student work, your assessment information needs to be interpreted using the criteria. Following are two sample reading wheels for you to practice with. Questions for use with these reading wheels include:

- Has the student met or exceeded the criteria for this assignment?
- What are the next steps for this student?



Reading Wheel 1



Reading Wheel 2

Record Progress Toward Selected Standard

With the reading wheel as the evidence, you may decide that it will do triple duty covering learning experience, evidence, and record of progress.

Note: You may want to have students assume major responsibility for keeping the reading wheel to track their own progress toward the full set of benchmarked indicators. Reading wheels can be placed in progress folios for reference throughout the year.

Think About . . .

1. What sequence of learning experiences will work best for your students?
2. How will you introduce the standard? Topic? Lesson Target(s)?
3. How will you make sure students understand and have a clear picture of the evidence they will produce?
4. Will students be involved in developing and describing the criteria?
5. Are there students whose culture, first language, experiences, and physical capabilities need to be considered as the lesson is more fully developed?
6. What strategies make sense? How will students work independently? When will they work with partners? When will group work move their learning forward?
7. What specific resources are needed? Where are they? Who can help?
8. How will you involve students in understanding the *destination* of their learning (the target, benchmark, and lesson target)?
9. What's the timeline? What time is needed so that students can learn, practice, draft, get feedback, and complete the evidence?

Reflect and Seek Insights for Further Progress

- Reflect on the lesson, and
- Consider the next steps.

Weaving standards into learning takes place in the planning and implementation of lessons that grow from greater understanding of standards, assessment, and impact. The basket isn't complete, however, until its maker takes time to thoughtfully consider his or her first efforts. This step gives you time to pause and consider successes, strengths, areas for improvement, effects on students, and your own reactions to the experience. The questions at the end of this step will help guide your personal reflections and, where possible, initiate team discussion of the process you've undertaken.

If you are part of a learning team, your individual reflections can become part of a larger examination of professional growth in the implementation of standards.

Reflect on the Lesson

We can learn from our experiences—what works and what needs to be worked on. Some of the things you may wish to reflect on are the quality of student evidence and its usefulness in documenting progress toward the standards and the benchmarks. Can the evidence be used to communicate student progress toward or mastery of the standard?

You may want to reflect on the effectiveness of the learning experience. Were the students engaged and motivated? Was the learning something that would transcend this lesson? Was it connected to real-life learning?

The quality of assessment is another area to reflect on. Were there clear criteria that was communicated to students? How well could students assess their own learning and the achievement of the target?

Consider the Next Steps

As you reflect on the lesson, the idea of making adjustments should always prevail. Teachers are constantly striving to improve upon their performance by adapting strategies, adjusting activities, and strengthening assessments. When considering your next steps, record ideas for your own professional development or ideas for pursuing resources.

Think About . . .

1. What worked? What evidence do you have that it worked?
2. What was bumpy? Why?
3. What did you gain from this experience?
4. What did your students gain?
5. What would you do differently?

Expand and Refine

- Revise and refine.
- Develop additional standards-based lessons with embedded assessments and powerful learning experiences.

Revise and Refine

Use the insights you've gained from this lesson with its embedded assessments to take action. You may decide to re-teach portions or the whole lesson in a different way, or you may decide to scaffold upon this lesson and move on. Scaffolding means building upon prior knowledge and providing support for learning new knowledge.

- What would you do differently the next time you use this lesson?
- How would you specifically change the lesson to improve its effectiveness for you and your students?

Develop Additional Standards-Based Lessons with Embedded Assessments and Powerful Learning Experiences

This lesson could be seen as a building block for subsequent lessons. Objectives for the new lessons may include additional practice, more evidence towards mastery, or an extension for enrichment.

1. What would you need for a more complete picture of students' range of reading?
2. What additional lessons, evidence, and/or learning experiences would enable students to broaden the range of their reading?
3. What other standards might become part of a unit that builds on this lesson?
4. How would *you* expand the use of feedback to improve your lessons and increase student reading range?

Next Step Example

Let's look over the shoulder of a teacher who decided that her next step was to involve students in deciding what additional evidence they could add to the reading wheel to show their progress toward the following standard: *Read a range of literary and informative texts for a variety of purposes.*

Here's how she described a follow-up lesson: "I'm going to have my students revisit the standard and ask them to contribute their ideas about how else we might document their range of reading."

Student Responses: "Evidence we're reading a range of texts for a variety of purposes."

- We can write about what we're reading.
- We can show the books we've read and tell what kinds they are.
- We can keep a reading journal with a section for each kind.
- We can report on things we've learned.
- We can create a class chart that shows the different kinds of books we're reading.
- We can download articles and keep them in a folder.
- We can make a board game that has all the things we need to include in our reading and play it every week. We can move our pieces each time we've completed another reading (but we have to prove it).
- We can try different kinds of readings.

How would *you* expand and refine this lesson?

Think About . . .

Revise and Refine

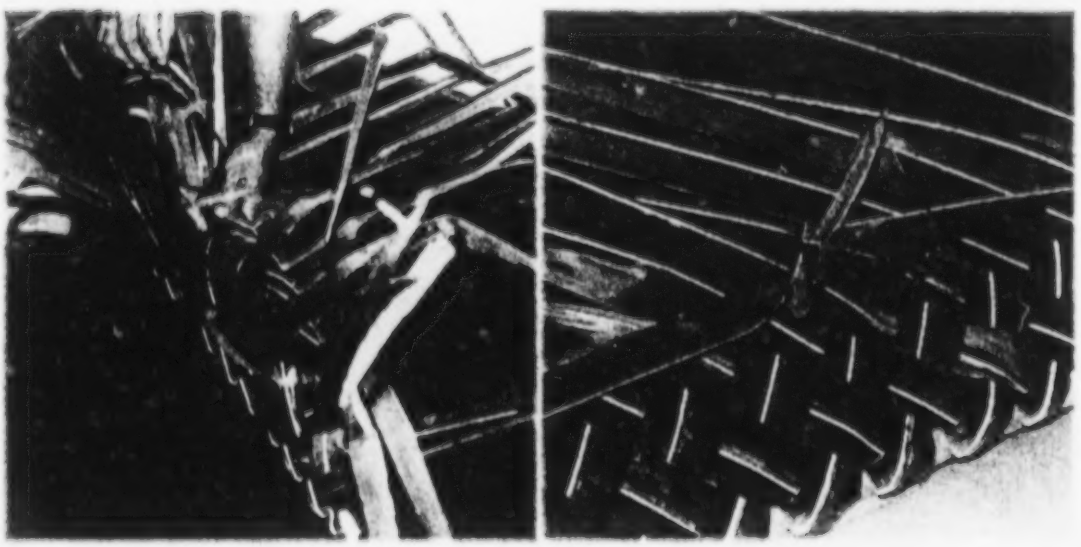
Jot down your thoughts about how to improve the work you've done so far and take your learning to the next level. This record of your thinking and plans for action can become part of your professional growth record.

The next time I use this lesson, I want to be sure that it . . .

I want to be sure that my students . . .

I want to be sure that I . . .

SECTION III: CREATING A STRONG AND BEAUTIFUL BASKET



Building Standards-Based Units with Connected Learning Experiences and Assessments

Units are . . .

standards-based sequenced sets of lessons that form a coherent whole.

Standards-based units (short or long):

- connect student learning with the world outside the classroom;
- focus on mastery of essential knowledge, skills (such as reasoning and problem solving), and products and dispositions required to achieve benchmarks;
- continue moving toward selected standard(s);
- involve bringing standards, curriculum, assessment, recording, reporting, reflecting, and planning to life in individual classrooms;
- provide opportunities for students to build on previous learning and develop and demonstrate evidence that shows progress toward selected benchmark(s) and related content standard(s).

A Process for Unit Building

Weave strands together to create units that link standards, benchmarks, curriculum, assessment, instruction, and communication about learning.

Strand 1: Deciding on the Type of Basket and Its Contents

Select standards and benchmarks; set the targets for learning.

Strand 2: Envisioning the Finished Basket

Plan an end-of-unit demonstration of learning.

Strand 3: Preparing Additional Strands

Plan assessments and tasks embedded in sets of lessons that lead to demonstration of learning success.

Strand 4: Weaving the Strands Together

Teach, learn, assess, record, and demonstrate learning.

Strand 5: Checking the Overall Form of Individual Baskets and Celebrating Their Qualities

Reflect, communicate, and celebrate student learning.

Strand 6: Refining and Strengthening Basket Weaving Skills and Products

Use evidence and insights to improve teaching and learning.

STRAND 1: DECIDING ON THE TYPE OF BASKET AND ITS CONTENTS: SELECTING STANDARDS, BENCHMARKS, AND TARGETS

Select Standards

What is the standard or set of standards that will be the focus of the unit?

Select one or two standards as the focus of the unit. You might begin with a question, local issue, or event and seek standard(s) that would provide a "home" for student interests and questions.

Define Key Features

Are the key features of the standard clear? Are there performance indicators? "I can" statements?

Review or define the key features of the selected standard(s) to ensure clarity for students. Check grade-cluster benchmarks for the selected standard(s) and decide which will be included in the unit. Check performance indicators to get a sense of what will be required to show progress toward the selected benchmark(s). Decide whether "I can" statements will help students understand the standard and benchmarks.

Set Targets

What feature(s) will be the specific targets for students in this unit? What topic is likely to engage your students while helping them address the standard(s)?

Choose the key features that will be emphasized in the unit. Think of these features as targets for the unit (see the *Defining Learning Targets* worksheet in Section IV).

Select Topic

Choose a topic for the unit. The topic should *fit* with your unit's selected target(s) and build on previous student learning.

Identify Student Connections

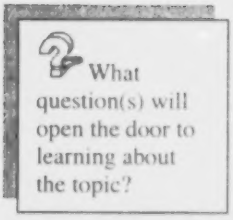
What's a situation or event that connects students with the topic of your unit?

Identify or create a situation or context that makes the topic real for students; make the topic connect with student's lives and experiences.

Tip: This can be a newspaper article, photo, story, visitor, challenge, etc; what matters is that it provides motivation and purpose for students' learning.

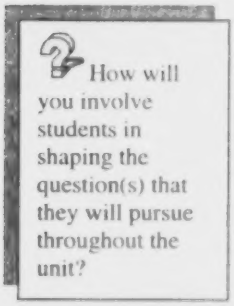
Identify Outcomes/Benchmarks

Identify grade-level outcomes/objectives related to the standard(s) and topic where appropriate.



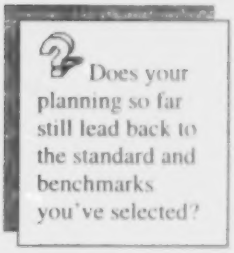
Create the Guiding Question

Using the topic and situation, create a guiding question or set of questions that students will answer by the end of the unit. Invite your students to contribute their questions about the topic and context.



Determine Evidence

Cluster related questions together and select one or a few that clearly provide evidence for the learning targets defined in the selected standards.



Align Standards

Check that your plan is directly linked to the selected standard and benchmarks of the unit.

Strand 1 Examples

1. Example 1 is *Kosrae History Standard #6* (drafted May 2000, Kosrae Social Studies Standards Team).

   This example shows a standard with its key features identified and a set of benchmarks and indicators for grades 1-3.

2. Example 2 is *Understanding the Standards* (drafted January 2000 by Jan Jones, Kaneohe Elementary Reading Project).

   This example shows a selected content standard, related benchmarks, and "I can" statements.

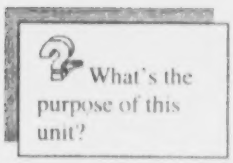
3. For another example, see *A Field Trip to Nan Madol* (Weirlangt, July 2000). This example includes the whole of Strand 1 using slightly different terms (such as a "driving question" rather than a "guiding question").

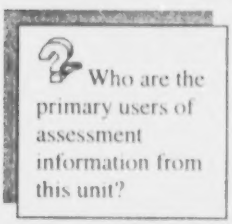
Standard	Key Features of the Standard	Benchmarks and Indicators for Grades 1-3
Students conduct historical investigations (studies, research, etc.) to deepen their understanding of history by using the tools and methods of historians to reconstruct the past.	• Historical investigations – studies and research of the past • Understanding – use knowledge of history to analyze, compare, synthesize, generalize, and evaluate the past • History – accounts of the past • Tools – primary sources, secondary sources, historical artifacts, timelines, archeology, etc. • Methods/skills - proposing and testing historical ideas through predicting, confirming, and negotiating with others • Historians – those who study/write accounts of the past	Students: • Develop and select historical questions to investigate focus on family and community (i.e. Why did our grandparents settle in their community?). • Plan how to gather information that will help answer the question. • Carry out the plan using rules and applying methods used by historians to recreate their family or community in the past, i.e., talk with elders (primary sources), listen to stories of the past (secondary sources), examine photos and drawings (artifacts) to create a description (written, oral, pictorial) of their family and community at a time in the past. Indicators: Historical Investigations Include: • Developing questions about historical events, people, places, situations, and trends; • Creating a plan for answering the question using the tools and methods of historians; • Gathering information about the past; • Comparing and contrasting different stories of accounts about past events, people, places, or situations; • Interpreting and summarizing historical information about the question from a variety of sources; and • Reporting results of the investigation and answering the question (in written, oral, visual, electronic, dramatic, or multi-media form). (Kosrae Social Studies Standards Team, May 2000.)

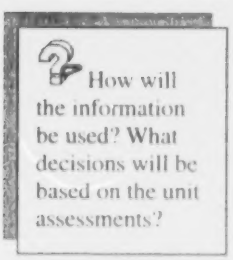
Example 2: Understanding the Standards

Content Standard	Grade Cluster Benchmarks	"I Can" Statements
#4 Response Respond to texts from a range of stances: initial understanding, personal interpretive, and critical.	State the important ideas and interpret author's message, theme, or generalization. Compare own ideas with ideas in text, and analyze similarities and differences.	I can explain the author's message or theme of the story. I can find similarities with and differences between the author's ideas and my own.

Strand 2: Envisioning the Finished Basket: Plan an End-of-Unit Demonstration of Learning







Determine the Purpose of the Unit

Determine purpose(s) and assessment targets (knowledge, skills, reasoning, problem solving, products, and dispositions) based on the selected standard(s).

Purpose(s) – Uses and users of unit assessments. The selection of basket design depends on the uses we plan to make of the basket and who will use it. In this early stage of unit planning, it's important to determine the purpose(s) of the unit and the unit assessment targets.

Think About . . .

1. Is the primary purpose of the unit to enable students to *begin developing* specific knowledge, skills, habits of mind, etc. related to selected standards?
2. Who will be the primary users of the assessment information gained during the unit?
3. Will students be setting goals for themselves?
4. Will the assessment increase awareness of strengths and areas they need to work on?
5. Is one of the unit's purposes to ensure that students have feedback about their work so they improve their own learning?
6. Do you see yourself as a primary user of the assessment information from this unit?
7. Will you use the evidence to evaluate the teaching strategies you've selected? To evaluate the effectiveness of your teaching?
8. Will it guide your planning and teaching decisions?
9. Is the primary purpose of this unit to provide summative information about individual students, such as grades, standards attainment, or to get a good picture of the *group's* progress toward standards?

10. Is this an opportunity for you and your students to experiment?

What kinds of learning targets are called for in selected standards and benchmarks?

Clarify Demonstration of Learning Targets

Identify the kinds of targets selected for the demonstration of learning: knowledge, reasoning, problem solving, product, performance, and disposition.

Refer back to Section II, page 18 for a refresher on the learning target.

Assessment Targets

The learning targets should be clearly defined so that it is evident to the teacher and students whether students need to demonstrate specific content knowledge and understanding; demonstrate specific skills; demonstrate reasoning and problem solving capabilities; apply knowledge, skills, and reasoning to create a product; or demonstrate dispositions and habits of mind.

How will students demonstrate their learning at the end of the unit?

What products and performances will they create?

In what ways will the guiding question(s) be answered?

Who will be the audience for the demonstration of learning? Where will it take place?

Plan Demonstration of Learning

Design an end of unit event or demonstration of learning that will enable students to reveal evidence of learning to an external audience.

- Shape the demonstration of learning. Include students in developing ideas on how they will demonstrate their learning. There should be connections to the learning targets, thereby answering the guiding questions of the unit.
- List the *products and performances*—a variety of student work that will provide the evidence to demonstrate learning.
- Decide on an *audience* for the demonstration of learning. Think about involving community members, parents, and other students. Invite students to contribute their ideas.

Are your demonstrations of learning products and performances a good match with the unit target learning?

What kinds of assessments are a good strong match with your demonstration of learning targets?

Is there a good match between your targets and assessments?

Check the Match Between Targets and Assessments

Match the demonstration of learning targets and purposes to assessment methods.

- **Match Unit Targets and Demonstration of Learning Products and Performances.** Match your list of possible products and performances for the demonstration of learning against the judgments you made about the kinds of targets called for in the standards and benchmarks. If needed, revise your list of demonstrations of learning products/performances so that each is clearly linked back to one or more of the standards-based unit targets.
- **Target-Method Match.** Select the kinds of assessments appropriate for the demonstration of learning. Match the kind of assessment with the type of learning target each product or performance in the demonstration of learning represents.

For additional information about kinds of assessment and the match between targets and kinds of assessment, see Section IV.

What criteria are needed for the student work in the demonstration of learning?

How will you shape the tasks for the demonstration of learning so that students must use the knowledge and skills that have been gained in the unit?

Draft or Refine Criteria for Unit Targets

Develop criteria and scoring guides for the demonstration of learning products and performances.

- Brainstorm possible evidence and learning experiences (tasks) that will indicate the targets have been achieved.
- Determine the criteria. Develop or refine the criteria for the work that students will produce for the demonstration of learning.
- Design performance tasks and scoring guides for the demonstration of learning assessments. Shape the list of products and performances from the demonstration of learning into performance tasks that draw students into work that will provide evidence.

For examples and more information about performance tasks and assessment, see Section IV.

Do you produce the kinds of evidence that you expect of students when you try out the performance tasks yourself?

- Involve students in planning criteria and tasks. Examine existing assessments in the standards areas you have selected; match the criteria with the performance indicators for your selected standards. Decide if you can use an existing assessment, if you can adapt it or borrow from it, or create your own with the help of your students.
- Do the demonstration of learning tasks and criteria yourself. Create what you consider a product or performance that includes evidence of achieving the performance indicators.
- Apply criteria for quality assessment to your draft products and performances.
- Refine and strengthen tasks and criteria based on your completion of the demonstration of learning tasks.
- Consider how you'll involve students in adding to and making sense of the scoring guide(s) that will apply to their own demonstration of learning products and performances.

Are the original standards you selected still clearly the focus of the unit?

Do some of the related standards need to be dropped? Others added?

Check Standards Alignment

- Review connections with standards. Review the original set of standards and benchmarks you selected for the unit to be sure there will be evidence about each selected standard in the demonstration of learning. If not, flag those standards for possible deletion.
- Review the draft demonstration of learning to check if there are standards not selected that *will* be addressed during the unit (including those from other subject areas). Consider adding those for which the demonstration of learning will provide concrete evidence.

Don't forget that in order to claim standards for the unit, there needs to be significant work planned in the unit that will provide evidence related to those standards and their related benchmarks. Just touching lightly on a subject area is not enough.

- Update your unit plan to reflect adjustments made in the selected standards and benchmarks.

Strand 2 Examples

1. Demonstration of Learning Examples with Criteria. This example lists a variety of descriptions of end-of-unit demonstrations of learning. The set includes a number of examples from different content areas and grade levels. There are criteria for deciding on the quality of the draft demonstration of learning. How good are your criteria?

2. Soil Erosion Unit Major Tasks Draft (adapted from American Samoa Science Workshop, 8/98). This is an example of possible major tasks that will form the basis of enabling lessons in a unit on soil erosion.

If you'd like to review basics of good assessment, look in Section IV for some useful reminders about keys to assessment quality, kinds of targets, assessment methods, etc.

Think about . . .

- How student centered is your unit so far?
- Would another teacher be able to see clearly what would be taught and what would be assessed at the end of the unit based on what you have at this point?
- Does your draft demonstration of learning include a variety of assessment methods and tasks so students have diverse ways to show what they've learned?

Example 1: Demonstration of Learning Examples With Criteria

Examples	Criteria for Demonstration of Learning
▪ Present the results of your study to the PTA with recommendations for their action. ▪ Create a CD-ROM about your topic that makes effective use of this technology's strengths; present the product at an upcoming curriculum fair. ▪ Speak on a radio program to help convince people they should _____; broadcast your program in school and/or in the community. ▪ Create a brochure that informs people about the issue you investigated and distribute it to individuals and groups that can influence decision makers. ▪ Present your work using visuals, demonstrations, and a written report to people in the community recognized for their knowledge and experience on the topic. ▪ Develop and present your design for an ecotourism business to community business leaders. ▪ Create a videotape that highlights the skills and knowledge needed in a career area; present it to 7th-8th graders; answer questions about the area.	▪ There is an audience outside the classroom. ▪ There are opportunities for students to demonstrate specific learning related to the outcomes/benchmarks selected for the unit. ▪ The g*uiding question* is answered. ▪ The evidence draws on more than three intelligences. ▪ Each student has clear and visible responsibilities. ▪ There are clear, appropriate, and known criteria for evaluating the quality of the demonstrations of learning. ▪ As part of the demonstration, students reflect on their learning and can describe goals for their future learning that came out of this unit. ▪ It's possible to track backwards from the criteria to the specific objectives, benchmarks, and standards that are the heart of the unit.

Example 2: Soil Erosion Unit Major Tasks Draft

Research
Causes/effects of soil erosion
Observations
Natural sites or erosion visual aids such as video and slides
Experiments
How trees/plants prevent erosion
Soil Erosion
Presentations
Information on research, observations, and results of experiments
Report
Resource people's presentations
Survey
People's knowledge and opinion on actions that need to be controlled to help stop soil erosion
Journal Reflections
based on the lesson and instructions on the topic "erosion"

Source: American Samoa Science Workshop, August 1998.

What prerequisite skills and knowledge are needed to successfully complete the demonstration of learning?

What prior learning are students bringing with them regarding the topic and the unit's targets? Based on pre-assessments, what does instruction need to focus on?

How clear and appropriate are the tasks that enable students to walk into the demonstration of learning ready to go?

How will you break down the tasks into lessons that build necessary knowledge, skills, etc.?

What are the enabling targets inside the unit's products and performances?

Which assessment methods are a good match with the targets in your enabling lessons?

Plan Assessments and Tasks Embedded in Sets of Lessons That Lead to Demonstration of Learning Success.

Prerequisites for Success

Analyze demonstration of learning products and performances to determine prerequisite knowledge, reasoning, performance skills, product development capabilities, and dispositions or habits of mind that students will need to meet criteria.

Assess Prior Knowledge and Skills

Assess what students already know and what they need to learn. Have they mastered the prerequisites? Analyze this pre-unit assessment information and decide what can be built on. Also, decide what will need substantial instructional time and emphasis so that all students will be ready for the demonstration of learning.

Review the Major Tasks

Examine the major tasks to determine the focus of enabling lessons that will allow students to produce the evidence needed for the demonstration of learning.

For example, the demonstration of learning is an event at which students present a report with recommendations to the school administration and student council about whether there should be school uniforms (the guiding question) or not. Major tasks might be student surveys and interviews with a cross section of students, parents, teachers, and administrators. Another major task would be investigating the effects of uniforms on student learning at other schools. Are the major tasks required for success in the demonstration of learning present in your draft unit?

Divide the Unit Into Sets of Enabling Lessons

Invite students to plan how they will complete the unit's major tasks. Ask them to identify the knowledge, skills, problem solving, products,

and habits of mind they will need. For example, interviewing others is a major task for the students. Do students already know how to conduct an interview? Or will they need lessons and feedback from an embedded assessment before they can complete this task? Will they need to learn how to develop interview questions, plan and practice interviewing, record interview notes, interpret accurately, and prepare a convincing summary report?

What instructional strategies will work best in your unit?

What's the balance between direct instruction, guided practice and feedback, independent application, and reflection?

How will you involve students in inquiry, problem solving, information gathering, and using technology?

To what extent will students work independently? When will they work as part of a pair or as part of a work group?

What is the logical sequence for presenting the information for student learning?

Match Enabling Lesson Targets With Assessment Methods

Once the components of the unit's major tasks are clear, it will be possible to develop lessons with embedded assessments and learning experiences that enable students to progress toward the standard.

Outline Enabling Lessons Experiences

Design enabling lessons using a format that is appropriate in your setting.

Select Appropriate Learning and Teaching Strategies

Develop introductory activities based on the task analysis that will motivate students and address different learning styles and intelligences.

Provide a variety of enabling (skill and knowledge building) learning activities to help students master the needed knowledge, skills, and concepts.

Develop application activities that give students opportunities to try out new ideas and skills as they prepare for the culminating activities and tasks. Prepare activities for reflection to use throughout the unit. Order the tasks and activities into a logical sequence.

Develop a Unit Calendar

Plot key tasks, learning experiences, and assessments (see attached samples).

Unit Planning Calendar

Monday	Tuesday	Wednesday	Thursday	Friday
▪ Select standard ▪ Define key features ▪ Select grade-cluster benchmarks ▪ Decide on unit topic	▪ Introduce standards to class ▪ Develop "I can" statements ▪ Share topic	▪ Brainstorm evidence of learning with students ▪ Teacher plan end-of-unit demonstration of learning (DoL)	▪ Introduce unit with anticipatory set	▪ Group work
Teach, learn, assess →				
▪ Student/teacher reflection on progress ▪ Check evidence against criteria →	▪ Students work on projects Teach, learn, assess →		Send out invitations for DoL	
Students work on projects	Projects due	Prep for DoL	Prep for DoL	▪ DoL celebration ▪ Reflect, communicate student learning

Unit Planning Calendar

	What/Tasks	When
Preparation phase of unit		
Implementing the unit with embedded assessments		
Reflect, communicate, and celebrate student learning		

Unit Planning Calendar

	What/Tasks	When
Key tasks	Describe the key tasks	When will key tasks be completed?
Learning experiences	Describe learning experiences	When will they be introduced/completed?
Assessment	What are the assessment tasks? DoL?	When will you complete assessments?

Unit Planning Calendar

Month	Task (learning experience, assessment, etc.)	Resources Needed	Notes

Strand 3 Examples

1. **Enabling Lessons**

   This is an overview of four kinds of enabling lessons that can be used to plan your enabling lessons around the tasks in your unit plan. Don't forget to check the unit plan forms in Section IV.

2. **Evidence for RMI (Republic of the Marshall Islands) English Language Arts Standard 4**

   This is an example of a preliminary set of evidence to be built into enabling lessons that prepare students for a demonstration of learning.

Assessment Basics. If you'd like to review the basics of good assessment, look in Section IV for some useful reminders about keys to assessment quality, kinds of targets, assessment methods, and more.

Example 1 – Enabling Lessons: Learning Experiences and Embedded Assessments

Consider lessons that will provide students with a variety of opportunities to develop the knowledge, skills, problem-solving capabilities, and products needed in the demonstration of learning (DoL). Here are four kinds of enabling lessons that might be included in the outline of your unit plan:

Introductory Lessons	Knowledge, Concept, and Skill-Building Lessons	Application Lessons: Practice with Feedback	Preparation and Refinement Lesson
Include lessons that . . . ▪ interest students in the topic, ▪ connect the topic with their lives and experiences, ▪ make the standard and benchmarks clear, ▪ set our unit expectations, ▪ involve students in generating questions about the topic, ▪ check on prior knowledge of students.	Include lessons that . . . ▪ connect students with resources about the topic, ▪ involve students in gathering and processing information about the topic and the guiding question, ▪ develop essential knowledge, skills, etc. needed for the DoL, ▪ require students to show what they've learned in a variety of ways–orally, in writing, with visuals, journals, work samples, projects, etc.	Include lessons that . . . ▪ require students to put their expanded knowledge and skills together and share it with others, ▪ make use of end-of-unit criteria to help students self-assess their draft work, ▪ provide feedback about progress toward the unit's targets, ▪ enable students to revise, refine, restart as needed, ▪ expand their thinking–comparing, analyzing, inferring, evaluating, etc.	Include lessons that . . . ▪ involve completing the major tasks that produce DoL products and performances, ▪ prepare students for sharing their work with an audience, ▪ include self- and peer assessment with feedback, ▪ enable students to refine their work by applying DoL criteria, ▪ focus on student reflection about their learning.

Example 2 – Evidence for RMI English Language Arts Standard 4: Respond, Support, Encourage

Using English to respond to, support, and encourage others.
Groups work together to respond to teacher directions
Given a situation, question, or tasks, students write a story, answer the question, solve the problem, etc.
Respond to a story by retelling beginning, middle, and end, describing what they like about it, how they'd change it if it were theirs
Share their ideas, stories, reactions with others
Role play working together in a positive, encouraging way
Respond to a classmate's ideas, questions
Observation records of students working and playing together using language that encourages
Respond to a story, demonstration, etc. by rewriting/retelling in own words

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Teach, Learn, Assess, Record, and Demonstrate Learning.

How are the students doing in relation to major tasks and enabling lessons?

Implement the Unit

Teach the unit and engage students in learning activities in the planned sequence.

Does the learning match the identified standards?

Monitor Student Progress

Using a variety of assessments, determine how students are progressing in relation to the target. Check level of understanding, student interactions, effectiveness of materials, etc.

Involve students in applying scoring guides to their draft work. Encourage use of self-assessment of their strengths and weaknesses to adjust their learning and improve the quality of their work.

Where is student work in its way to the standard?

Record student performance on major tasks. Rather than grading, use embedded assessments as tools for feedback in the midst of the unit. Feedback may lead to adjustments in instruction.

Check student work against the scoring criteria. Look for gaps in learning or other signs that may concern you.

Decide on method (s) to record and communicate about progress (i.e., rubrics, reflection logs, checklists, student-involved conferences, standards-based reports, exhibitions, etc.)

Use information to monitor and adjust as needed.

Think about ways to take quick *pulse checks* periodically throughout the unit. The checks could be informal conversations with students, questions they respond to in journals, or reviews of progress. Don't forget to introduce demonstration of learning criteria early, and use them as students begin developing knowledge and skills related to selected standards. Their awareness of standards and where their learning is in relation to those standards strengthen learning.

Have students had sufficient opportunities to practice, receive, and use feedback to adjust their work?

How are the students doing in terms of the demonstration of learning?

Practice, Reflect, Refine, and Prepare for the Demonstration of Learning

As enabling lessons build to the completion of major unit tasks, give students a variety of ways to prepare for the demonstration of learning. Preparation includes practice, opportunities to apply criteria to work, as well as opportunities for peer discussions on what the work will look like when it's ready for the demonstration of learning.

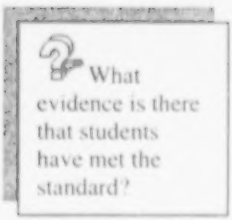
Have students present and display their work during the demonstration of learning. Invite questions from the audience to allow students to show their depth of understanding and skills. Include application of standards-based criteria and invite feedback from students (self-assessment) and audience.

Applying criteria during the demonstration of learning will overlap some of the work done earlier in the unit. What needs to be decided is when is there sufficient evidence (enough samples of individual student work) to make accurate judgments about attainment of the target standards.

Demonstrate Learning

- Some products and performances might be evaluated before the demonstration of learning and displayed with information about where the work stands in relation to the selected standards. The Demonstration of Learning event would then become a celebration of learning, emphasizing recognition of progress. Students could offer additional evidence from work done earlier in the unit to create a sufficient sample for evaluation. Scoring guides may also be used to evaluate student work during the demonstration of learning.
- Involving students and others in using performance criteria during the demonstration of learning will emphasize the importance of standards attainment publicly for students and those who attend; parents or others can be invited to identify strengths and weaknesses in the work and ask students questions.

Evaluate Achievement



- Before, during, and/or after the Demonstration of Learning, guide students to examine their work in relation to standards and in using the criteria for Demonstration of Learning evidence.
- Apply criteria to the body of evidence each student presents to determine whether standards have been attained.
- Agree on work that clearly shows progress toward or attainment of the standard(s) to help clarify the learning target for all students.
- Record progress and current status of individual student work in relation to standards and the unit target.

Strand 5: Checking the Overall Form of Individual Baskets and Celebrating Their Qualities

How are my individual students doing in relation to the standard?

Reflect, Communicate, and Celebrate Student Learning.

Examine Work with Students

- Involve students in identifying their individual strengths and areas for improvement in preparation for communicating about their learning.
- Provide time for individual student reflection based on the evidence from their unit work.
- Recognize that student work provides feedback to you and implications for improvement.

Think about . . .

1. What are the strengths of individual student work?
2. What are areas for attention and improvement?
3. Are there any patterns to the errors that this student makes?
4. What does he/she bring to the next unit that can be built upon?
5. Does his/her self-assessment come close to your assessment?
6. What learning targets make sense for this student's next chunk of learning?

How will I share this information with parents?

Communicate with Parents and Others

Share students learning with parents via newsletters, logs, and/or report cards that list standards rather than whole subject areas. Invite parents to the culminating event and student-involved conferences. Use the opportunity presented by the end-of-unit assessments to encourage students to analyze their own learning by identifying strengths and areas that need more attention.

What are future learning goals for my students based on standards, strengths, and needs?

Ask each student to set learning goals for the next unit or chunk of instruction. If possible, invite parents into the goal-setting process with

standards as the continuing focus of learning. Determine other goals for students that may strengthen their learning.

A Goal-Setting Option

Have students fill out a short form with prompts such as: three things that are strengths in my work, one thing I need to work on more, my learning goal for the next unit, what I'm going to do to reach my goal. Where possible, invite parents/family to take part in a celebration and goal-setting conference with their student.

How shall we celebrate the learning that has been accomplished?

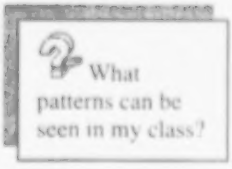
Recognize Successes and Celebrate Achievements

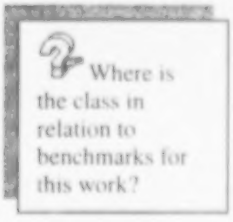
Look for ways to celebrate learning. Invite students to make suggestions and take an active role in honoring their accomplishments.

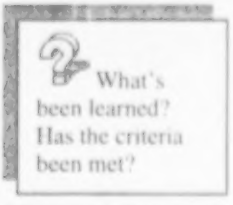
Consider ways to recognize learning without setting up tangible rewards for progress. Identify culturally appropriate celebration activities to build students' belief in their learning ability and strengthen intrinsic motivation to learn.

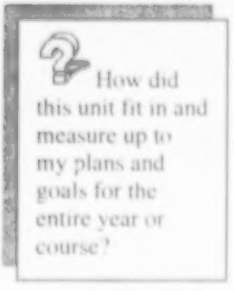
Reflect on individual sets of student work and the success of your unit.

Use Evidence and Insights to Improve Teaching and Learning.









Review Overall Classroom Evidence to Determine if Additional Work on Selected Target(s) Is Needed

- Analyze student work looking for patterns to determine overall standards attainment, standards or parts of standards that were problematic, as well as those that were strengths for most students.
- Look for patterns of strengths, needs and/or errors related to unit targets across the class.
- Use assessment data to examine the performance of groups of students. Are some groups of students consistently less successful?

Evaluate Current Status in Relation to Selected Standards and Benchmarks

- Record patterns of evidence on the Using Assessment Results to Take Action thinksheet on the following page;
- Decide what needs to be done for those students whose work needs more time or instruction, has met the standard, or those whose work exceeds the standard; and
- Check on the overall quality of the assessment information. (Apply the five keys to assessment quality located in Section IV).
- Determine improvements and refinements needed in unit assessments. Set group-learning goals. Use insights to plan forward and take action to expand learning.

Evaluate the Quality of the Unit and Your Own Learning

Reflect on your delivery, organization, and construction of the unit. Also, reflect on your comfort level with the content and strategies used, and decide if you would like to pursue professional development in any area.

Using Assessment Results to Take Action

The form below is a tool for looking at sets of student work produced during a unit to see common strengths as well as patterns of errors or misconceptions. This analysis feeds into your forward planning and next steps.

USING ASSESSMENT RESULTS TO TAKE ACTION

Evidence (Product/Performance)	Strengths in Student Work	Patterns of Errors/Misconceptions

Unexpected Results?

The second part of learning from unit work is using the strengths/misconceptions/results to take action. Use the form below to note your next steps.

Making Decisions From Unit Results/Evidence

Feedback That Feeds Forward:	Next Steps in Instruction: Teaching Strategies/ Approaches	Patterns Across Classrooms: Professional Development
How will you communicate with students to help them see their work clearly? How will you prompt them to think about their own next steps—areas of strength that they can build on and areas to consider for personal learning goals?	*What do you need to do next, based on what you see in the set of student work?*	*Based on student work toward standards from class to class, what more do we need to learn to help students achieve the benchmarks and standards this unit focused on?*

Think about . . .

1. Did I teach what was assessed?
2. What worked about my instruction?
3. What worked about the materials we used?
4. What's not working well?
5. When I look at patterns across my class, do they tell me anything about areas for my own professional development?

SECTION IV: RESOURCES FOR STRENGTHENING THE WEAVE

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Worksheets for Section II

1.1 Understanding the Standard: Define, Clarify, and Interpret

1.2 Standards-Clarifying Worksheet

2.1 Worksheet for Brainstorming Evidence

2.2 Worksheet for Brainstorming Possible Learning Experiences or Activities

2.3 Match Evidence

2.4 Select Key Evidence and Learning Experience(s)

2.5 Criteria: What Counts?

UNDERSTANDING THE STANDARD

Select Relevant Standard

Understand the Standard: Define, Clarify, and Interpret
◆ ◆ ◆ ◆ ◆

STEP 1: WORKSHEET 1.2

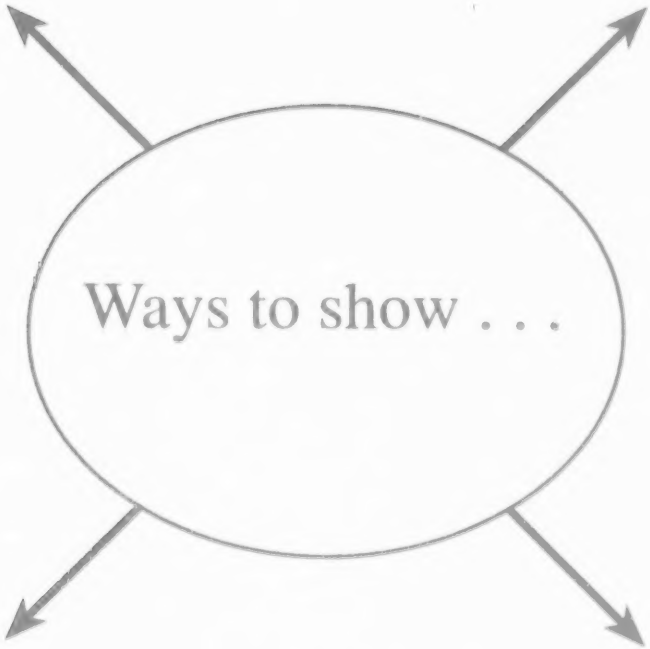
STANDARDS-CLARIFYING WORKSHEET

SELECTED STANDARD	KEY FEATURES OF THE STANDARD	PERFORMANCE INDICATORS	"I CAN" STATEMENTS

83

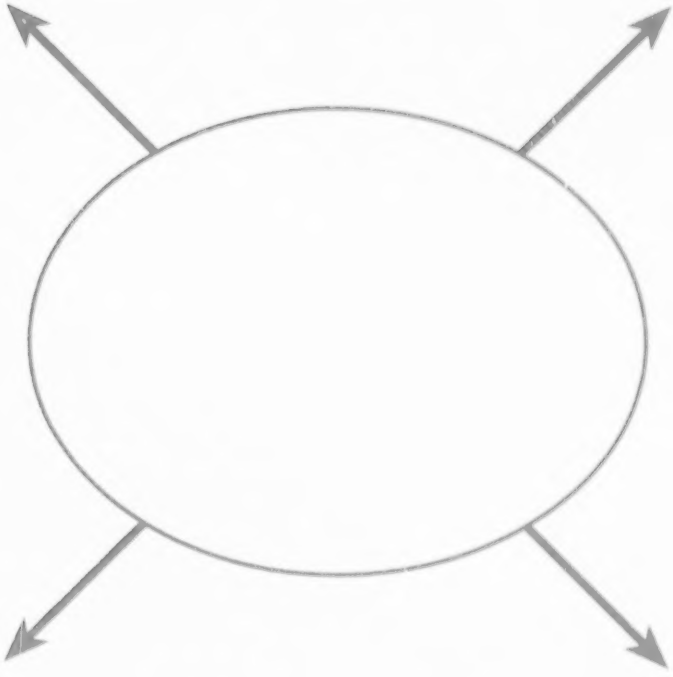
BRAINSTORMING EVIDENCE

Standard: _____



WORKSHEET FOR BRAINSTORMING POSSIBLE LEARNING EXPERIENCES OR ACTIVITIES

Standard: _____



MATCH EVIDENCE

Match with possible evidence:

Possible Evidence	Positives	Limitations

Select Key Evidence and Learning Experience(s)	
Evidence of Learning:	Learning Experience(s):
▪	▪
▪	▪
▪	▪
▪	▪
▪	▪

STEP 2: WORKSHEET 2.5

Criteria: What Counts?

The Standard:

The Target:

The Purpose:

The Essentials:

Criteria	Details for Lessons

Worksheets for Section III

- Unit Building Plan

  Strand 1: Select Standard and Benchmark

  Strand 2: Plan End-of-Unit Demonstration of Learning

  Strand 3: Plan Assessments and Tasks

- Demonstration of Learning Self Check

  Unit Self-Assessment

- Standards-Based Unit Reflection and Discussion Questions

UNIT BUILDING PLAN

Using the Unit Building Plan (Strands 1-3)

On the pages that follow, each step in the unit building process is outlined. Headings and questions will guide your completion of a unit with embedded assessments. Use the *Unit Building Plan* as a tool for recording your unit, or as a check on the components of an existing unit. We offer these pages as a reference, not a required format. Consider required elements in your own school or district and borrow, adapt, and add those from here that enrich and strengthen your own.

We've deliberately not included space for filling in the steps of the plan. There is no magic length due to differing needs and styles.

Portfolio Note: If you plan to include your unit in the progress portfolio, keep your first drafts. The evolving unit can be an excellent record of your expanding assessment literacy.

Include the information below somewhere on the cover of your unit.

Title:

Author(s):

Grade Level(s): School:

Subject(s): Date:

SELECT STANDARDS AND DEFINE KEY FEATURES

What standard(s) will be the focus of the unit? Which benchmarks will be included? What are the key elements of the standard(s)? Do you have standards/benchmarks translated into "I can" statements for students? Do you have indicators that define *how good is good enough* to achieve the standard or benchmarks?

Set Targets

Will you include targets from another content area as well? If yes, what are they?

Related Grade Level Objectives (optional)

If your targets are very broad, use curriculum documents to translate them into grade- or course-appropriate objectives/expectations.

SELECT TOPIC

What's a topic related to your selected standard and benchmarks? Is there a theme that can tie them all together?

Identify Student Connections

How will you engage your students in the topic and connect the unit to something real for them? This could be a description of something happening now that's related to the topic—a story, legend, picture, newspaper article; its purpose is to help students connect the topic to things around them—things they know or have experienced.

IDENTIFY OUTCOMES AND OBJECTIVES AND CREATE A GUIDING QUESTION

Expand students' connections to the topic and prompt their thinking through a powerful and *student-friendly* question about the topic. Remember: Student work throughout the unit will be guided by this question. At the end of the unit, they will be expected to answer this

question by producing products or performances that contain their answers to the guiding question.

INVOLVE STUDENTS

Web/brainstorm or list possible student questions about the topic.

DETERMINE EVIDENCE AND ALIGN STANDARDS

Check the Links: Look over your work so far to be sure all the parts lead back to the targets and specific objectives/outcomes you've selected.

Reflection:

- How will you involve your students in the target(s) and topic? What roles will they have?
- How will you check that they understand the target(s)?

DETERMINE THE PURPOSE OF UNIT

What is the primary purpose of the end-of-unit assessments? Are you clear about how the assessment information will be used? Will it guide improvement? Will it determine grades? Will it portray progress toward standards and targets? Will it prompt self-assessment? Will the end of unit assessments be part of a collection of student work that will be used to communicate student strengths? Are the purposes you've selected consistent with one another? Who will use the information? Who needs to have it?

CLARIFY DEMONSTRATION-OF-LEARNING TARGETS

Audience: Who will be present at students' demonstrations of learning?

Description

What kind of activity will it be? Will it be a *learning fair*, a *premiere* of student-made videotapes, or an event where students present their projects and products at a community center, to a community agency, a PTA meeting? Will they perform a play for younger students?

What criteria describe the essential ingredients (dimensions) of achieving each target?

Target:

Essential Ingredients/Dimensions (first draft)
▪
▪

What kinds of evidence will be needed to demonstrate target achievement?

PLAN DEMONSTRATION OF LEARNING

Demonstration-of-Learning Evidence

How will students demonstrate their learning? What products and/or performances, tests, and conversations will provide evidence of progress toward standard(s)? What will students create? What will they do?

Products Looking at the work students produce	**Performances** Listening to and observing students at work
Conversations Talking with students about their work	**Other evidence** Gathering information about knowledge base, dispositions, etc.

CHECK MATCH OF TARGETS TO ASSESSMENTS

Draft or Refine Criteria for Unit Target

What will indicate that the selected target(s) has been achieved? What *has to be* in the work for it to be *on target*?

Target:

Indicators:

Performance Criteria for Demonstration-of-Learning Products and Performances

Product or Performance: _____

Criteria	Details

Key Tasks

In order to meet the criteria you've set for the demonstration-of-learning products and performances, what will your students need to do? What tasks will enable students to complete the products and performances? If the demonstration of learning has students present the results of an investigation into ways to preserve and protect turtles, a possible key task might be initial *research* on turtles to gather information about habitats, numbers, changes over time, essentials of a turtle-friendly environment, etc. What other key tasks might be included? *Field surveying*? *Interviewing* knowledgeable members of the community? *Designing* a hyperstudio piece to answer part of the driving question? List the products and/or performances in your demonstration of learning below and their key task(s).

Product:	**Performance:**
Key Task(s):	Key Task(s):

Resources (text sections, library books, articles, people, etc.)

Check Standards Alignment

In addition to the standard benchmarks and objectives that you picked at the beginning of your unit plan, what others will your students address during the unit?

Web or List Curriculum Connections

Lesson Plan

Lesson for days # _____ Duration of Lesson _____ days

Benchmark

In order to continue working toward the standard you've selected for the unit, list the benchmark this lesson will address.

Lesson Objectives

What are the specific objective(s)/outcome(s) of this lesson? What will students know, be able to do, and care about as a result of this lesson?

Lesson Evidence and Learning Experiences

Describe what needs to be done in this lesson to reach the outcome(s). This is the step-by-step picture of how the lesson will be conducted, including the evidence that students will produce during the lesson, and the learning experiences that will enable them to create the evidence. If this lesson is focused on developing

knowledge and skills related to one of the major tasks of your unit, start out by identifying the task(s).

This page is a resource for filling out the strategies part of the lesson plan. What set of strategies will you use to ensure that *all* students have opportunities to learn and succeed; to produce the evidence that is the outcome of the lesson? How will you group your students? What considerations will you build into the lessons to include diverse learners? In the boxes below are some possibilities.

Strategies

As you carry out this lesson, what strategies will you use to keep the learning flowing? Put a check in each of the boxes that describes a strategy you plan to use during the lesson.

Teaching Strategies Planned

- ☐ Chalk & Talk
- ☐ Teacher Demonstration
- ☐ Student Demonstration
- ☐ Writing Big Book
- ☐ Wall Story
- ☐ Making Puzzles, Posters
- ☐ Homework
- ☐ Fieldtrip
- ☐ Learning Center
- ☐ Poems and Songs
- ☐ Higher Order Thinking Skills (HOTS) Questions
- ☐ Other Strategies You've Planned:

Grouping Strategies Planned

How will you group your students to expand their learning during this lesson?

- ☐ Students will do individual work.
- ☐ Students will learn as a whole class.

☐ Students will be divided into work groups to cooperatively accomplish the lesson activities.

☐ I plan to use a variety of groupings to include whole-class instruction, small groups, and times for individual work.

☐ Other grouping strategies planned? (pairs, trios, etc.)

Multiple Intelligences Planned

Which intelligences do you plan to have your students use while doing lesson activities? Check the boxes of the intelligences your planned lesson activities will require students to use.

☐ Verbal-Linguistic
☐ Math-Logical
☐ Musical-Rhythmic
☐ Bodily-Kinesthetic
☐ Visual-Spatial
☐ Interpersonal
☐ Naturalist

Use the decisions you've made here as you describe teaching strategies, grouping, and multiple intelligences in your Activities and Procedures section.

Extended Activities/Home Work (Optional)

Will you set up out-of-class/out-of-school activities to challenge students to extend their learning? Can they do work at home that will contribute to their unit project or products? Will students be encouraged to extend their learning beyond the classroom by discovering additional information about the topic at home and bringing it to the class? What kind of extension activities do you plan?

Resource Materials

What materials do you need for this lesson? (Don't forget to check your school's book collection for resources related to the topic of the unit.)

Lesson Assessments

How will you monitor student learning during this lesson? Does this lesson have a key task that needs to be assessed?

Assessment Strategies

- ☐ I plan to observe students at work and use a form for recording their progress.
- ☐ My students will do journal entries about what they've learned and what they need to know more about.
- ☐ We'll be applying a scoring rubric to student work that has criteria and details; we'll use feedback to improve the work.
- ☐ I'm going to use informal questioning to check progress and identify where students need additional support.
- ☐ Students will fill out self-assessment forms.
- ☐ I've developed a checklist with points for each part of the student work.
- ☐ I'm going to check their knowledge of the topic with a quiz.
- ☐ Other assessment strategies you plan to use?

  Description:

Contents. This self-assessment tool is divided into sections that match the strands of standards-based unit building:

Strands

1. Set the targets for learning by preparing the first strand: standards.
2. Plan an end-of-unit demonstration of learning by envisioning the finished basket: student learning.
3. Plan assessments embedded in sets of lessons that lead to the demonstration of learning and prepare additional strands for the basket.
4. Teach, learn, assess, record, and demonstrate learning by weaving all the strands together.
5. Reflect, communicate, and celebrate student learning by checking the overall quality of individual baskets and celebrating their quality.
6. Use unit evidence and insights to improve teaching and learning by refining and strengthening basket-weaving skills and products.

Uses. You can use this self-assessment tool to check for the completeness and quality of your standards-based unit. You can also use it to determine what further learning and action is needed. Use it to adjust and improve the draft; use it to evaluate your completed unit.

Unit Self-Assessment

Unit Component	Self-Assessment			
Strand 1: Select standards and benchmarks; set targets for learning	Ready to go!	Needs more work	Just beginning	Not started
• We've chosen standards for the unit and understand the key features.				
• We've defined the unit targets based on our standard(s), benchmark(s), and objectives/outcomes.				
• We've identified a topic or theme for the unit.				
• We've planned ways to *connect students* with the targets and topic.				
• We've developed a guiding question and invited students to add their questions about the topic.				

Unit Component	Self-Assessment			
Strand 2: Plan an end-of-unit demonstration of learning *We've agreed on end-of-unit demonstration of learning and have thought through its components including:*	Ready to go!	Needs more work	Just beginning	Not started
• the purposes for the *demonstration of learning*,				
• designing an end-of-unit event with an audience for the evidence students will provide about the selected standard(s),				
• deciding which *types of assessment* are the best match for the unit targets and purposes, and				
• checking the standard alignment.				

Unit Component	Self-Assessment			
Strand 3: Plan assessments and tasks embedded in sets of lessons that lead to the demonstration of learning success	Ready to go!	Needs more work	Just beginning	Not started
• We've analyzed demonstration-of-learning tasks to identify prerequisite knowledge, skills, reasoning, etc.				
• We've planned ways to assess students' prior knowledge about the topic, the skills they bring into the unit (and how to record this baseline), and we've identified those that need to be expanded or developed in unit lessons.				
• For each of the products and performances in the demonstration of learning, we've prepared lesson(s) to help our students develop and expand the knowledge and skills they need for the key tasks.				
• We've agreed on how to divide up the unit into sections that build toward the demonstration of learning.				
• We've selected the appropriate form(s) of assessment to match our prerequisites: selected response, essay, performance, and personal communication.				

	Ready to go!	Needs more work	Just beginning	Not started
• We've thought through decisions about teaching strategies, learning experiences, grouping, special students, timeframe, etc.				
• The major tasks of this unit have been laid out on a unit calendar and we've checked that there is sufficient time for learning.				

Unit Component	Self-Assessment			
Strand 4: Teach, learn, assess, record, and demonstrate learning	Ready to go!	Needs more work	Just beginning	Not started
Monitoring and recording progress . . .				
• We've drafted and used forms for recording student progress. We've involved them in assessing their own learning and that of others using criteria-based critical thinking.				
• We have implemented lessons and made adjustments and revisions in instruction as needed. Assessments in the midst of learning have contributed to student readiness for the demonstration of learning. We have evidence related to essential building-block knowledge and skills.				
• The demonstration of learning is planned with students.				
• Students have time and opportunity to polish their work; apply criteria to their final products, practice performances, and check that they have provided quality answer(s) to the guiding question.				
Culminating Event . . .				
• Students have demonstrated their learning and answered the guiding question at our demonstration of learning.				
• We've recorded individual student performance and achievement in relation to unit targets and selected standards.				

Unit Component	Self-Assessment			
Strand 5: Reflect, communicate, and celebrate student learning	Ready to go!	Needs more work	Just beginning	Not started
Learning from unit work				
• We've reflected on individual student achievement and progress toward the selected target(s).				
• We've analyzed evidence using our scoring guides on embedded assessments and the demonstration of learning to evaluate individual progress toward selected standard(s) and benchmarks.				

	Ready to go!	Needs more work	Just beginning	Not started
▪ We've identified strengths and areas to work on with individual students.				
▪ We've set up opportunities for communicating with students and parents leading to individual goal-setting conferences based on current performance and multi-year targets.				
▪ We've celebrated student learning, strengths, and progress toward selected standard(s) and benchmarks. We've invited students to reflect on their unit accomplishments and challenges for the future.				
▪ We've determined unit grades, descriptions of achievement, and/or profiles in relation to benchmarks addressed.				

Unit Component	Self-Assessment			
	Ready to go!	Needs more work	Just beginning	Not started
Strand 6: Use evidence and insights to improve teaching and learning *Applying assessment results to guide data-based decision making and planning*				
▪ We've reviewed overall classroom evidence and identified possible areas for additional work in future units.				
▪ We've identified patterns in the assessment results and reflected on implications for . . . changes in instruction (strategies, materials, etc.), refinement of tasks and assessment criteria, specific support for individual students, and our own professional development.				
▪ We've summarized achievement data.				
▪ We've used the insights and evidence from assessments to decide if additional work is needed on the selected standard(s) and target(s).				
▪ We've identified gaps and planned next steps in instruction to address them.				
▪ We've planned for group goal setting based on student review of current performance.				
▪ We've reflected on how this work contributes to the overall school vision and learning focus.				
▪ We're ready to develop another unit and know what it ought to focus on in order to continue progressing toward complex targets and standards.				

Standards-Based Unit Reflection and Discussion Questions

To what degree is the unit representative of the key features of the selected standard(s)?

Is the unit introduction (description of context, mind-capture activity, issue, or situation) and the driving question/guiding question of sufficient quality to energize instruction and stimulate student interest?

Is the *Demonstration of Learning/Culminating Activity* meaningful, relevant, and engaging for students?

To what degree does the *Demonstration of Learning/Culminating Activity's* product(s)/performance(s) provide evidence of understanding and/or proficiency related to the identified standards?

How appropriate is the *Demonstration of Learning's* scoring tool in assessing understanding and/or proficiency related to the identified standards?

To what degree are the *enabling activities* scaffolded in such a way as to ensure that students are adequately prepared for what is asked of them in the *demonstration of learning/culminating activity?*

In what ways can the design of this unit be improved?

What have you gained from the examination and discussion of this unit that will help you improve the unit plan?

Given the range of diverse learners in your class, what instructional modifications will be necessary to ensure that all your students achieve the desired outcomes of your unit?

- Keys to assessment quality
- Kinds of learning targets overhead
- Kinds of learning targets
- Defining learning targets
- Kinds of assessment
- Assessment methods
- Matching assessment targets and methods
- Target-method match
- Criteria for selecting performance-assessment tasks
- Performance assessment
- Possible audiences for student performances
- Criteria for setting good criteria
- Possible work to include
- Charting progress

What we choose to evaluate and how we choose to evaluate delivers powerful messages to students about those things we value. Students view their learning and their sense of worth through the lenses we help them construct.

Judy Arter, Hawai'i Assessment Institute, August 1998

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KEYS TO ASSESSMENT QUALITY

Rick Stiggins has defined some absolute essentials for high quality assessment. No matter what assessment method we choose, each of these five standards for quality must be addressed.

Key 1: CLEAR AND APPROPRIATE TARGETS—WHAT?

WHAT learning do we want to assess? Are the targets for learning and assessment clearly defined? Understood by students? Appropriate?

Key 2: CLEAR PURPOSES—WHY?

WHY are we assessing—who are the users of the assessment information? How will they use the assessment? *Who will use which decisions?*

Key 3: TARGET, PURPOSE, AND METHOD MATCH—HOW?

HOW will we assess the target with the uses and users in mind? What assessment method(s) will give us the clearest picture of student learning?

Key 4: SAMPLING—HOW MUCH?

HOW MUCH assessment information will we need to collect? Have we planned to have a sufficient sampling of student work in the target area to draw conclusions about progress toward or achievement of targets? Standards?

Key 5: BIAS AND MISMEASUREMENT—HOW ACCURATE?

HOW ACCURATE are our assessments of each student's learning? Did we assess what we thought we were assessing? Is there anything about the assessment that masks students' true learning or presents barriers to accurate information about their learning?

KINDS OF LEARNING TARGETS

There are many different ways to categorize learning targets for students. Looking at the type of target a standard or benchmark represents helps us think through what we want students to know and be able to do or in other words—to clarify targets. It also helps us determine if we have a good mix of learning targets.

Knowledge and Understanding

What do students know outright? What do they understand? The assessment challenge is to develop targets that are at the heart of a discipline—worth learning and assessing.

Reasoning and Problem Solving

Can students analyze, categorize, and sort into component parts? Can they generalize and synthesize what they've learned? Can they evaluate and justify the worth of a process or decision? Can they problem solve? The assessment challenge of reasoning targets is to define the difference between doing these things well and doing them poorly.

Skills

There are certain skills we want students to do well, such as reading fluently, working productively in a group, making an oral presentation, speaking a foreign language, or designing an experiment. The assessment challenge of skills targets is to define, in clear words, what it means *to do something well.*

Ability to Create Products

Another kind of learning target is student-created products. This tangible evidence shows that the student has mastered knowledge, reasoning, and specific production skills. Examples include a research paper, a wooden table, artwork, writing, or experimental apparatus. The assessment challenge of product targets is to describe and define the characteristics or dimensions that make for a quality product.

Dispositions

Student attitudes and habits of mind, including attitudes toward school, persistence, responsibility, flexibility, and desire to learn are a fifth kind of learning target. The assessment challenge with these targets is to generate a classroom environment where students actively choose to engage in the learning and perform at their best.

Defining Learning Targets

Learning Target:

- **When you see this term or phrase, is it absolutely clear what you need to teach your students?**

- **Is it clear what is to be assessed? What will students do to show their learning?** When they are masters of the target: What would you expect your students to know? What would you expect students to be able to do? What would you expect to see in students' behavior? What would they create/demonstrate?

- **What could you add to the word or phrase to strengthen and clarify the learning target for other teachers and for your students?**

Your informal assessment:

- ☐ It's very clear to all of us what we will teach about this topic/concept.
- ☐ There are things we're not clear about that we may need to discuss more.
- ☐ We had a good idea of what would be taught, but possibly other teachers would need more details.
- ☐ It's really not clear what would and would not be taught about this topic/concept

KINDS OF ASSESSMENT

Selected Response	Essay	Products/Performance		Personal Communication
Quick checks of knowledge targets	*Getting insights into knowledge and understanding from student writing*	*Observing what students produce and do*		*Listening to Students*
		Products	**Performances**	
Multiple Choice True/False Short Answer Matching	Reports Essays	Posters Graphs Pictures Drawings Videos Models Projects Maps Stories CDs Computer Visuals	Presentations Demonstrations Plays Debates Songs, Chants Speeches Role Playing Skill Applications Oral Reports	Asking Questions Interviewing Listening for *their* questions and answers Student-involved conferences Discussions

- **Selected Response.** The selected-response method provides students with a set of possible answers to choose from. Common selected response formats include multiple choice, true/false, and matching. The strength of this method is in its ability to establish the base of student knowledge on which further learning can be built. With care in assessment design, this method can also provide information about student reasoning and problem solving.

- **Essay.** This method generally involves using writing as the tool for demonstrating content knowledge, conceptual understanding, and reasoning. Typical formats include reports and essays. The strength of this assessment method is that it requires students to pull together the bits and pieces they have learned into a coherent, written whole.

- **Performance Assessment.** Performance assessments are assessments based on observation and informed judgment. They focus on what students can do with what they have learned. Performance assessments generally fall into two categories: products and performance skills. Products that might be the focus of a performance assessment include posters, graphs, drawings, videos, models, projects, rebuilt engines, maps, diagrams, computer visuals, etc. When writing itself is the target of learning, performance assessment is used to create products that demonstrate mastery of forms such as narrative, exposition, persuasion, etc. Performance skills might be demonstrated through presentations, demonstrations, plays, debates, songs, charts, speeches, skills application, oral reports, etc. A strength of performance assessment is that it enables us to assess powerful learning that is often not well assessed using other methods.

- **Personal Communication.** This method offers us opportunities to view learning by talking with and listening to students. This

method helps uncover student misconceptions as well as confirm their reasoning, attitudes, and behaviors. Strategies for this type of assessment might include asking questions, interviewing, conferencing, discussing, and listening for both their responses and their questions. The strength of this method is that it often allows students to express knowledge without having to worry about the mechanics of writing. Personal communication is often an appropriate way to follow up and to probe beyond the learning revealed in products and performances.

In the example on school uniforms, major tasks include designing interview questions, practicing conducting interviews, etc. To make the most out of the enabling lessons in such a unit, we need to take the same care in selecting the assessment methods as we did in defining the assessments used for the end-of-unit demonstration of learning. These assessments don't need to be as formal, but they still need to be of high quality, and well matched with the type of target. If there's a mismatch of target and assessment, the information we and our students get from assessment will be inaccurate, resulting in instructional decisions that rest on faulty information. For example, being able to answer written questions about how to conduct an interview (selected response assessment) will not truly give evidence that a student can actually conduct an interview. To do this, the embedded assessment needs to match the type of target involved—a performance assessment. In a performance assessment, students will actually perform interviews—with peers, in role-plays, at home for practice, etc. If students conduct a survey, the survey itself is a product target which calls for performance assessment. (For more on matching targets and assessment methods, see *Assessment Basics* in Section IV.)

See PREL's website at www.prel.org for equity considerations.

Using Selected-Response Assessments

A reminder about the assessments that focus on developing knowledge and skills: Don't shy away from selected response methods when planning assessments in the midst of learning. Such assessments are quick and, when well constructed, give a very accurate picture of the knowledge base students have in relation to the target. In the interview example above, you might want to find out what students know about effective interview techniques using a selected-response assessment and then have them actually demonstrate their interview skills with a performance assessment. Knowledge is the foundation of other targets—both declarative knowledge (the facts, concepts, etc.) and procedural knowledge—the process knowledge that enables us to carry out steps in a problem, etc.

Good assessment doesn't mean using alternatives for everything. Good assessment means having a clear idea of what one wants to assess (the learning target) and using the method that best assesses it. The key is to know *when* to use the various methods.

Aligning Targets and Assessments

	Selected Response	Essay	Performance Assessment	Personal Communication
Knowledge	X	+	O	+
Reasoning	O	+	+	+
Skills			X	+
Products			X	
Dispositions	O	O	X	+

X = Strong match of target and assessment

+ = Possible match but be careful what criteria are focused on

O = Useful to get back up information and insights—be careful!

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Criteria for Selecting Performance-Assessment Tasks

The best performance assessment tasks are interesting, worthwhile activities that relate to your instructional outcomes and allow your students to demonstrate what they know and can do. As you decide what tasks to use, consider the following criteria that are adapted from Herman, Aschbacher, and Winters (1992).

Does the task truly match the outcome(s) you're trying to measure?
The task shouldn't require knowledge and skills that are irrelevant to the outcome.

Is the task a worthwhile use of instructional time?
Performance assessments may be time-consuming, so it stands to reason that the time should be well spent. Instead of being an "add-on" to regular instruction, the assessment should be part of it.

Does the assessment use engaging tasks from the "real world"?
The task should capture the students' interest well enough to ensure that they are willing to do their best.

Can the task be used to measure several outcomes at once?
If so, the assessment process can be more efficient, by requiring fewer assessments overall.

Are the tasks fair and free from bias?
Is the task an equally good measure for student of different genders, cultures, and the socioeconomic groups represented in your school population?

Will the task be credible?
Will your colleagues, students, and parents view the task as a meaningful, challenging, and appropriate measure?

Is the task feasible?

Can students reasonably be expected to complete the task? Will you and your students have enough time, space, materials, and other resources? Does the task require knowledge and skills that you will be able to teach?

Is the task clearly defined?

Are instructions for teachers and students clear? Does the student know what is expected?

Performance Assessment

WHAT IS IT? Performance assessment is a form of testing that requires students to perform a task rather than select an answer from a ready-made list. For example, a student may be asked to converse in a foreign language or explain historical events through drama. Experienced raters–either teachers or other trained staff–then judge the quality of the students' work based on an agreed-upon set of criteria. This form of assessment is most widely used to directly assess writing ability based on text produced by students under testing situations.

HOW DOES IT WORK? Following are some methods that have been used successfully to assess performance:

Open-ended or extended-response exercises are questions or other prompts that require students to explore a topic orally or in writing. Students might be asked to describe their observations from a science experiment, or present arguments that a historical character would make concerning a particular position. For example, what would Abraham Lincoln argue about the causes of the Civil War?

Extended tasks are assignments that require sustained attention in a single work area and are carried out over several hours or longer. Such tasks could include drafting, reviewing, and revising a poem; conducting and explaining the results of a science experiment on photosynthesis; or even painting a car in auto shop.

Portfolios are selected collections of a variety of performance-based work. A portfolio might include a student's "best pieces" and the student's evaluation of the strengths and weaknesses of several pieces. The portfolio may also contain some *works in progress* that illustrate the improvements the student has made over time.

These methods, like all types of performance assessments, require that students actively develop their approaches to the task under

defined conditions, knowing that their work will be evaluated according to agreed-upon standards.

WHY TRY IT? Because they require students to actively demonstrate what they know, performance assessments may be a more valid indicator of students' knowledge and abilities. There is a big difference between answering multiple-choice questions on how to make an oral presentation and actually making an oral presentation.

More importantly, performance assessment can provide impetus for improving instruction, and increase students' understanding of what they need to know and be able to do. In preparing their students to work on a performance task, teachers describe what the task entails and the standards that will be used to evaluate performance. This requires a careful description of the elements of good performance, and allows students to judge their own work as they proceed.

WHAT DOES THE RESEARCH SAY? Research suggests that learning how and where information can be applied should be a central part of all curricular areas. Also, students exhibit greater interest and levels of learning when they are required to organize facts around major concepts and actively construct their own understanding of the concepts in a rich variety of contexts. Performance assessment requires students to structure and apply information, and thereby helps to engage students in this type of learning.

Possible Performance Assessments

- Oral presentation
- Dance/movement
- Science lab demonstration
- Athletic competition
- Dramatic reading
- Debate
- Musical recital

Possible student roles for performance tasks

- Advertiser
- Artist/Illustrator
- Author
- Biographer
- Candidate
- Cartoon character
- Caterer
- Chairperson
- Composer
- Detective
- Elected official
- Eyewitness
- Historian
- Inventor
- Literary critic
- Newscaster
- Novelist
- Nutritionist
- Panelist
- Park ranger
- Photographer
- Pilot
- Teacher

Possible Audiences for Student Performances

- Advertisers
- Board members
- Businesses
- Celebrities
- Community members/helpers
- Experts/expert panel
- Family members
- Fellow, younger, or older students
- Friends
- Government/elected officials
- Judge
- School staff
- Travel agent
- Tourists
- Relatives
- Reader(s)–newspaper, magazine
- Radio listeners
- Neighbors
- Consumers

One of the decisions you'll need to make is whether work must be "on standard" before it is completed.

Criteria for Setting Good Criteria

- The criteria include indicators of achieving the standard/benchmark.
- The criteria are clear; students will understand what is expected of them.
- Students are involved in creating and finalizing the criteria.
- The criteria give students the language they need to describe the quality of their work.
- Details of the criteria describe clearly what the work looks like as it develops and what it will look like when the standard/benchmark has been achieved.
- Criteria are used in the midst of learning so that students can use feedback to improve their work before the culminating event.

Once criteria are established, it's important to describe what work looks like along the way toward achieving the target standard, not just the end points. Rubrics and other forms of scoring guides typically include a continuum with clear descriptions of work that's "on standard," developing, or just beginning.

Describe Your Destination. Your own learning targets and criteria

Collect Evidence. The things that will show that you have reached your destination.

Self-Assess and Adjust. Check your work against your criteria and adjust. Try another form of evidence, improve on the evidence you've drafted, etc.

Communicate Learning. Review your work over time and consider what worked well for you and your students; talk with them about the ways they found that best show their learning, the things they're still unsure of, and the goals they've set for the next unit. If you're part of a learning circle or team, pick work to share with your colleagues–work that tells the story of your own learning.

Evaluate Your Work Against Your Destination Targets. Ready to try another part of the standards puzzle? What goals will you set for your own learning?

Possible Work to Include:

Understanding Standards—The Ultimate Learning Destination

- A standard, with a first draft of its key features, benchmark(s), indicators, and "I can" statements
- A standard refined by samples of student work that illustrate its development
- Targets that directly align with the standard
- Criteria (first draft and revised) that were constructed with students
- Other evidence—your choice

Evidence—Yours

- Your initial lesson with evidence, learning experiences
- Revisions to a lesson based on tryout, student work, and reflection
- A completed unit plan
- Tasks and criteria/rubrics (first draft and revised)
- Samples of student work from the unit that illustrate progress toward the selected targets, patterns of performance, areas that need more work . . .
- Records of observations, conversations with students, recording forms, reports
- Your reflection log
- Unit self-assessment (your choice)
- Strategies that worked; strategies that need rethinking/revision
- Other evidence you value

Evidence—Students'

- Brainstorm of possible evidence (theirs)
- Evidence they developed
- Student reflections
- Self-assessments
- Early and late samples with "I want you to notice . . . "
- Goal-setting sheets
- Other evidence they value with reasons why

Resources for Deepening Learning

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